INSIDE

3 Got a candidate, got a view? Speak up!

6 Affirmative action gets high court boost.

7 How states rank on teacher salaries.

10 Summertime, and the learning goes on.

12 In the classroom: Vietnam revisited.

14 Art knows no curriculum boundaries.

27 Debate: Should you live where you work?

NEA Today

WASHINGTON, D.C. JUNE 1987

A NEWSPAPER FOR MEMBERS OF THE NATIONAL EDUCATION ASSOCIATION VOL. 5, NO. 9

'No More 3 a.m. Moonlighting'

Connecticut sixth grade teacher Tom Tierney used to spend his Friday and Saturday nights—from 7 p.m. to 3 a.m.—watching over a college campus center. No longer. After 15 years, Tierney's teacher pay has finally reached a level that allows him to stop moonlighting. His salary—$24,500 in August 1986—will stand at $43,000 in September 1988.

More on page 4.

©1987 John Garaventa

PRESIDENT'S VIEWPOINT

Picasso in Handcuffs

This month, as the school year comes to a close, many thousands of teachers will leave their classrooms—and never return.

Researchers now tell us that no more than half of all teachers stay in the teaching profession longer than five years. And as many as *20 percent* exit at the end of their first year.

A definitive study commissioned by the Metropolitan Life Insurance Company cites three factors that drive men and women out of careers in education: inadequate pay, poor working conditions, and autocratic decision-making processes that mute the voice of the teacher.

If the next year—and the years after—are to be more rewarding for teacher and student, for community and nation, we must change these conditions. Dramatically. Immediately.

Improved salaries must be priority number one. Today the average teacher salary has yet to reach $27,000. This average leaves teachers with less real buying power than we enjoyed a decade ago.

What should experienced teachers be earning? Men and women who devote their careers to education should expect salaries commensurate with other highly trained, highly specialized professionals. Experienced teachers ought to be earning salaries in the $45,000 range and higher.

But raising salaries alone will not ensure an adequate corps of highly qualified teachers. Most people who enter education are driven by a deep commitment to serving the youth of this nation—and

Joe Di Dio

NEA President
Mary Hatwood Futrell

most leave because they feel their efforts to serve are hopelessly frustrated by humiliating regulations and degrading working conditions.

Every recently issued national report on American education states that real reform will languish unless and until these conditions change—until teachers acquire the latitude and authority to use their *own* judgment in determining how best to meet the needs of their students.

During the early years of the current education reform movement, state after state and school district after school district insisted on top-down reforms that intensified precisely the problems they were designed to alleviate. Policymakers confused more structured education with improved education. That's serious confusion.

Today the education reform movement is working to redirect itself toward more carefully considered reforms. And the nation's most respected education policy planners are working to give teachers an effective voice in the design of those reforms.

The principle now gaining currency is that teaching is an *art form* that in no way benefits from unbending control by central authorities. Picasso in handcuffs suggests an image that captures the plight teachers have for too long endured.

The handcuffs must go.

As *Choosing Equality*, the excellent prescription for educational change published by the New World Foundation, maintains, "What makes good teachers good is not some mystical talent, but a voice in shaping the conditions and consequences of their work."

As this school year winds down, the education reform movement has reached a critical juncture. If the teachers who enter our classrooms next September are to find a setting that invites rather than disdains creativity, that facilitates rather than frustrates their professional aspirations, teacher empowerment must become a reality.

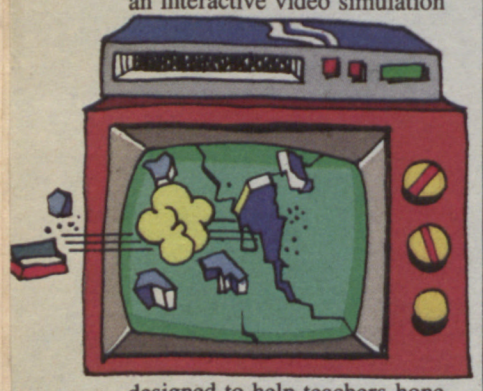
Only when we uncuff the hands of the Picassos of teaching can we expect our new young colleagues to choose a lifetime commitment to America's children rather than a quick exit from the profession. □

TRENDS

Is It Live... Or Is It Memorex?

They're all before you: a boy and girl battling in the hallway, a defiant student refusing to take a test, a study hall on the verge of rebellion, a no-mashed-potatoes-barred food fight in the cafeteria.

One of your nightmares? No, an interactive video simulation



designed to help teachers hone their disciplinary skills.

Developed at Kent State University, the videodisc plunges you into three different scenarios, all acted out in colorful chaos by real students. At a crucial point in each, you must choose what to do. The five options range from Rambo-like ranting to a response based on student needs.

Once you make a choice, a computer searches the videodisc and presents the logical outcome: the situation settles down, or you're asked to come chat with the assistant principal.

Nothing to it. But of course the children on the screen can't leave you with mashed potatoes in your hair.

Home of the Homeless

Families with children now make up the largest segment of the homeless population—35 percent, according to a survey of 47 cities conducted by the New York–based Partnership for the Homeless.

While the lack of affordable housing is the leading cause of homelessness, the survey also faulted the federal government's response to the homeless. Emergency funds authorized by Congress last fall and this winter did not reach municipalities until winter was nearly over.

False Prophet

The Scholastic Aptitude Test supposedly serves as a prophecy of first-year college grades. Now comes news that the SAT oracle appears to have a chauvinist bent.

First-year college women, the critics say, regularly garner higher grades than their male counterparts, but they average 61 points lower than boys on the SAT. The females may thereby confound the prophet, but they pay a high price: fewer scholarships, more rejection notices from prestigious college programs.

Several feminist organizations and testing reform activists say the SAT does not accurately predict the abilities of the 800,000 female students who take it each year.

What About Cher?

What do Chiang Kai-shek, George M. Cohan, Henry Clay, Cicero, and Confucius have in common?

They're among the *C* names on a new list—compiled by E.D. Hirsch and two of his colleagues at the University of Virginia—that specifies what every literate American needs to know.

Arranged alphabetically, the "cultural literacy" index contains some 5,000 items ranging from *albatross* to *zodiac*.

And how do American youngsters rate? Not well. Says Hirsch: "More and more of our young people don't know things we used to assume they knew."

Bet Hirsch is a whiz at Trivial Pursuit.

Sheepskin Inflation

Nearly half of all U.S. college students are deeply in debt the moment they're handed their sheepskins.

Spiraling college costs have far outpaced most entry-level salaries for new grads. The result: more borrowing of more money with less power to repay.

This sad state of academic and financial affairs is driving many students away from jobs that do not pay big bucks from day one. Anyone care to guess why we're facing a teacher shortage? □

NEA Today June 1987
VOL. 5, NO. 9

NEA TODAY is mailed to all NEA members. Annual subscription price: $2.66 (included in membership dues and available only as a part of membership). Institutional subscription price: $15.00 domestic and $22.00 foreign.

Copyright © 1987 by the National Education Association of the United States. All rights reserved.

NEA President: Mary Hatwood Futrell

Executive Director: Don Cameron

Editor: Ann Kurzius

Assistant Editor: Bill Fischer

Publisher: Robert E. Harman

Associate Publisher: Sam Pizzigati

Staff Writers: Marian Clayton, Diane Dismuke, Vicky Lytle, Edward O. Marshall, Nancy R. Needham, Jane Power, Heidi Steffens

Contributing Writers: Nelson Canton, Rose Jourdain, Carl Luty, C. Paul Mendez, Michael Pons, Larry Rubin, Michael Simpson

Advertising Coordinator: Suzanne Wade

Production Managers: Bill Dresser, Penny Grayson

Production Specialist: Ann Marie Bohan

Production Support: Cathy Hough, Marsha Pearson

Art Direction: William J. Kircher & Associates

NEA TODAY (ISSN 0734-7219) is published nine times a year (September, October, November, December, January-February, March, April, May, June) by the National Education Association of the United States, 1201 16th St., N.W., Washington, DC 20036. Second class postage paid at Washington, DC, and additional mailing offices. Postmaster: Send address changes and circulation inquiries to NEA TODAY, 1201 16th St., N.W., Washington, DC 20036.

Telephone: 202/822-7200. Unsolicited feature stories and news items are invited, but NEA TODAY can make no advance commitment to publish any manuscript. Manuscripts accompanied by self-addressed envelopes bearing sufficient postage will be returned within four months if rejected.

Although advertising is screened, advertisement does not imply NEA endorsement of the product or the views expressed.

POLITICAL ACTION

Up From the Roots:

CHARGING HARD TOWARD '88

This summer and fall, all NEA members will have a chance to air their views on the '88 Presidential race at a series of open hearings that begin the Association's endorsement process.

It's not quite time for yard signs and bumper stickers, but it is time to think about the '88 elections.

This summer through early fall, you'll have a chance to attend a series of open hearings. They're part of a comprehensive plan—adopted in response to actions of the 1985 NEA Representative Assembly—to involve more members in the NEA Presidential endorsement process.

State Associations will sponsor open hearings on the '88 Presidential race this summer. Local Associations will conduct their own hearings into the fall.

The hearings will prompt discussion of the key state and federal issues in the campaign, offer members information on Presidential candidates' positions on these issues, and solicit direct member input on individual candidates and their positions.

Each state Association will forward a summary of the opinions expressed at the state and local hearings to NEA and to participating local affiliates.

In Tustin, Calif., Association member Tim Dunn is poised for his area's hearing and all the other activities that are part and parcel of the political season.

Dunn, a science teacher at Dana Hills High, expects the NEA Presidential hearings to be wide-ranging affairs, with spirited debate on the issues and the candidates. That debate is needed, he says, because there are so many national issues that directly impact local schools. One example: voucher proposals that would allow public money to be spent on private education.

"I would fight those proposals all the way," says Dunn. "It's out and out wrong to use public funds for nonpublic schools that exclude students who are disadvantaged or who don't conform to a prescribed set of ethnic or religious standards."

As the local and state Presidential hearings take place this summer and early fall, several related activities will also be under way. At the 1987 NEA Representative Assembly (RA), July 2-5 in Los Angeles, NEA President Mary Hatwood Futrell will identify all the announced—and potential—viable candidates for President. After the RA, these candidates will receive questionnaires probing their positions on the key issues addressed by NEA's legislative agenda.

All candidates who seek NEA's endorsement will be asked to complete this questionnaire—and also to be interviewed on the issues by the NEA president. Their written responses to the questionnaire will appear in *NEA Today* early next fall, and a videotape of the NEA president's candidate interviews will be made available for viewing by state and local affiliates.

On December 3, the 67-member NEA-PAC Council—which includes representatives from every state Association—will receive an endorsement recommendation from the NEA president—who by that time will have studied results from the state and local open hearings, as well as the candidate responses given on the NEA endorsement questionnaire and in the videotaped face-to-face interviews.

The NEA president may choose to recommend—

► Endorsement in the primaries of a *single candidate* for the Democratic nomination and/or a single candidate for the Republican nomination.

► Endorsement in the primaries of *more than one candidate* in either political party or both.

► Endorsement of one candidate for the *general election.*

► *No endorsement* at that time.

For any endorsement to become official, at least 58 percent of the NEA-PAC Council (weighted vote) and then 58 percent of the NEA Board of Directors must vote in favor. No NEA-PAC activities in support of an NEA-endorsed candidate can take place in any state until the state Association formally concurs with the endorsement.

An NEA endorsement for the November '88 general election can be made only by the elected delegates to the NEA Representative Assembly, upon recommendation of the NEA president, NEA-PAC, and the Board of Directors.

Why is NEA so involved in the '88 Presidential race when the first primary is still more than seven months away?

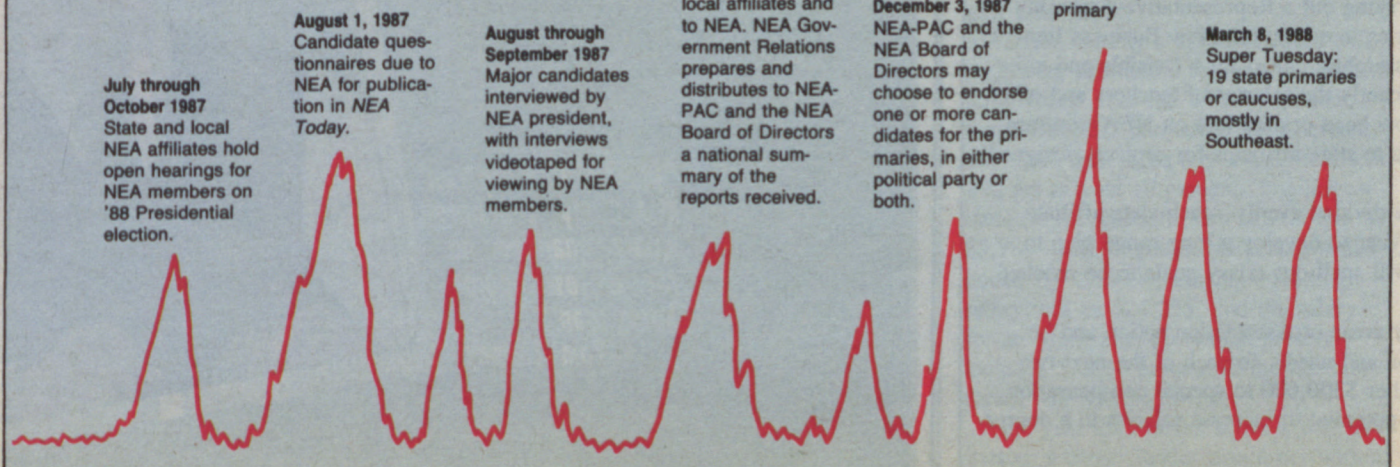
The answer requires a look back over recent history. In 1980 and again in 1984, NEA seated more of its members as delegates to the Democratic and Republican national conventions than any other member-based organization. Once chosen, those NEA member-delegates fought hard—and usually successfully—for party platform planks reflecting the Association's agenda for quality education.

But those delegates were selected only because NEA members worked the precincts, attended caucuses, and enlisted in the primary battles preceding the national party conventions.

The work of those elected delegates, backed up by the grassroots efforts of NEA members all around the country, has now set the stage for a 1988 Presidential election in which education figures to be one of the most important issues.

—Bill Fischer

Quickening the Pace—And the Pulse


July through October 1987
State and local NEA affiliates hold open hearings for NEA members on '88 Presidential election.
August 1, 1987
Candidate questionnaires due to NEA for publication in NEA Today.
August through September 1987
Major candidates interviewed by NEA president, with interviews videotaped for viewing by NEA members.
November 1987
State affiliates forward summaries of viewpoints expressed at open hearings to their local affiliates and to NEA. NEA Government Relations prepares and distributes to NEA-PAC and the NEA Board of Directors a national summary of the reports received.
December 3, 1987
NEA-PAC and the NEA Board of Directors may choose to endorse one or more candidates for the primaries, in either political party or both.
February 1988
Iowa caucuses, New Hampshire primary
March 8, 1988
Super Tuesday: 19 state primaries or caucuses, mostly in Southeast.

News Beat

● A blue-ribbon panel appointed by the Japanese government says **Japan** needs an education system based more on the American educational philosophy of stressing individual creativity and critical thinking. The Ad Hoc Education Reform Council, appointed by Japanese Prime Minister Yasuhiro Nakasone, has reported that Japanese schools are too regimented and tend to discourage students' curiosity. Concluded Council member Shigeru Kawabata: "I see little to recommend the Japanese education system."

● Prestigious Middlebury College in Vermont has become the fourth college in the nation to drop the **Scholastic Aptitude Test** as an admission requirement. Middlebury official Ron Nief explained that SAT scores "don't reflect real achievement." He said the scores "don't tell us anything...[except] who can afford private counseling or coaching." Other colleges dropping the SAT as an admission requirement are Bates College and Bowdoin College in Maine and Union College in Schenectady, N.Y.

● Forty states and territories have decided to participate this year in programs to help educate **handicapped preschoolers**. This past January, Congress blocked an attempt by the Reagan Administration to rescind all funds for such programs, which were created by the NEA-backed Education of the Handicapped Amendments Act of 1986.

● Several of the nation's leading librarians have told a congressional committee that unless measures are taken fast, some 76 million **books** now stored in America's libraries will be lost to deterioration. "We stand to waste the fruit of many minds, indeed many cultures, if we hesitate," New York Public Library President Vartan Gregorian testified. The federal government spent $12.5 million on book preservation activities in fiscal 1986, but the Council of Library Resources estimates that $384 million is needed over the next 20 years for microfilming alone if the nation is to bring its book preservation effort up to date. □

WELL PUT!

Nancy J. Pierce

"Education is not an expense—it's an investment in the future, and that investment is in teachers' hands. That means it's in good hands. Pessimists to the contrary, American public education is working. We mustn't give up or give in."

—1987 National Teacher of the Year Donna Oliver

COVER STORY

Breaking

Association efforts at all levels are starting to pay off—in some school districts around the country, employees' paychecks have begun to match their responsibilities.

East Windsor (Conn.) Middle School's Tom Tierney is one of a small—but steadily growing—number of teachers who work in school districts where top salaries have passed the $40,000 level. Are the salaries in these districts purely a local phenomenon? Or are these salaries the first signs of a long overdue, historic leap forward in compensation for all the men and women who work in education?

The answers to these questions remain unclear. But one thing is certain: in at least some school districts, teacher salaries of $50,000 a year have moved from impossible dream to concrete reality.

Connecticut is one state where Association action has helped produce startlingly significant boosts in education compensation. Salaries in Connecticut school districts are now slated to rise 37 to 40 percent over the next two years, bringing M.A. maximums for teachers beyond $47,000.

"This is a good first step towards making teachers' salaries comparable to the job they're doing," notes Ed Dorsett, president of the Connecticut Education Association.

"About four years ago we began seeing growing public support for better salaries for teachers," explains CEA Executive Director Tom Mondani. "To build on that, we put together a package of long-range tactics—bargaining, lobbying, communications."

That long-term planning is now paying off. Last summer, moved by CEA's evidence, the Connecticut legislature passed an education enhancement law that equalizes districts' ability to pay, giving more general aid funds to towns that raise salaries. In districts taking advantage of the plan, beginning salaries will reach $20,000 by 1988-89.

For this school year, about 75 Connecticut locals have bargained raises averaging 12 to 15 percent. Between now and 1988-89, Connecticut teachers will be receiving raises on the order of $13,000 (for the M.A. maximum in Shelton), nearly $11,000 (M.A. maximum in Enfield), and more than $6,000 (minimum in Bridgeport).

What has the new climate in Connecticut meant to teachers like Tom Tierney?

"I used to spend 16 hours a week being troubleshooter for a student center that served 1,600 young adults," Tierney remembers. "Friday afternoons I'd rush home to get a nap. I'd leave home at 6 p.m. and spend eight hours enforcing drinking rules, working with the campus police, helping parents find a lost daughter, resolving conflicts, getting money out of the safe for change for the pinball machine. I'd get home at about 4 o'clock Saturday morning, get some rest, and Saturday night do it all over again."

Tierney says his moonlighting had an adverse impact on his teaching.

"By the time I came to school on Monday morning, I was a bear," he recalls. "I hadn't had enough sleep, and I hadn't had enough planning time."

Tierney's new higher salary has ended his need for a second job and, he says, helped make him a more effective teacher.

"Now that I'm *only* teaching, I'm a happy, healthy teacher, ready to teach," Tierney points out. "I can bring papers home, I can develop new ideas and new curriculum units, projects, bulletin boards. In the classroom I have more patience, and my colleagues say my personality has improved. And I feel like working 150 percent for the school district—no more resentment from feeling underpaid and unappreciated."

Newly estimated teacher salary averages, state by state, appear on page 7.

Life at home is better too, says Tierney, who has daughters 8, 5, and 3.

"Now my wife and I can afford some of the things we've been wanting to do for the children as well as for ourselves. But mainly I have more time, and I'm more relaxed."

Tierney's new salary also gives him more opportunities for professional development. For the last three years he taught summer school to earn a little more money—but this summer he'll be taking a one-week professional development course in science—and a well earned vacation—instead.

"Now that getting more money isn't a survival issue," Tierney says, "there are more possibilities for self-improvement—and that means school improvement."

High school business teacher Kathryn Pearce is a negotiator for Minnesota's Anoka-Hennepin Education Association, which bargains for some 2,100 teachers just outside Minneapolis.

"In the last two contracts our top salary has moved up almost $7,000, to $41,500," Pearce notes. "We're finding that, as a result of the higher top salaries, more and more teachers are going back to school, asking for sabbaticals, or taking night classes. These are the sorts of professional development activities that the education reform reports say are so important to school improvement."

In fact, notes Pearce, in 1984-85 (under the previous contract) just 12.7 percent of the teachers who weren't already at the M.A.-plus-60 level applied for lane changes because they'd reached a higher level of education. This year, under the current contract, 27.3 percent of such teachers reached higher levels—an increase of some 115 percent.

Today, out of 1,920 teachers in the district, 194 have reached the M.A.-plus-60 level.

Business education teacher John Mueller took classes last year to qualify for the M.A.-plus-30 lane.

"I looked at the salary schedule and

"Up to a few years ago, the extra 15 credits didn't make much difference, but now it's worth going after."
—John Mueller
Larry Salzman
"In 1979, with an M.A., my teaching salary qualified me for a low-income home loan."
—Tom Tierney
© 1987 John Garaventa

NEA Funds Drive To Boost Pay

Over the next two years NEA will be carrying out a Representative Assembly mandate for an all-out drive to raise salaries in education. New Business Item 10, passed by the 1985 Representative Assembly, called for a "visible and effective multiyear strategy to improve significantly the salaries of teachers and other school employees." That directive has now been crafted into an NEA program that provides $1.6 million in direct grants to state affiliates for projects designed to raise compensation.

Under this program, $1 million will be divided evenly—each state affiliate will get $20,000 either this year or next year to develop a long-range plan to raise salaries in education. These plans will spell out salary goals to be reached in the next five years.

The state plans will integrate the major areas of Association action and be tailored to each state's individual situation and needs. In each of the next two years, in addition, NEA will devote another $300,000 to special compensation projects in five to 10 states that have the potential to increase salaries to a degree that will affect the rest of the country.

—*J.P.*

COVER STORY

$40,000

recognized that it would really be significant to make that change—much more than it would have been a few years ago," notes the 26-year teaching veteran.

At $38,893, Mueller is making about $1,200 more this year than he would have at the M.A.-plus-15 level—and the difference is up from just about $750 last year.

The coursework Mueller has taken to reach the new level benefits his students directly. He's been primarily taking courses related to computers, and he's passing on the word processing skills he's learned.

"That's a direct transfer of learning," Mueller notes. "The school district is getting a 100 percent return on its investment. And there's actually more than that, because when you find that your efforts as a teacher are rewarded, when the time you put in shows some monetary gain, you can't help feeling better about the position that you have, and you're willing to put in extra time."

Anoka-Hennepin Education Association President Steve Larson points out that the substantial salary increases in the district say something very positive about the status of teachers.

"In a country like ours, salary is often equated with worth," Larson notes. "The fact that the community is willing to pay teachers that kind of salary says the work of teachers is starting to get respect. It's easier to think of yourself as an important professional when you're earning a reasonable salary. And when a teacher feels like a valued professional, that carries over into the kids' attitude."

New Jersey Newsphotos

"My salary is great, I appreciate it, but it's still hard to get by."
—Gail Reynolds

Joe Di Dio

"To me, the increase means things are settled—I know what I'll be doing for the next few years."
—Betty Costello

Salaries ranging from $40,000 to $50,000 *are* decent—but they're not extravagant. NEA members raising families need every penny. In East Ramapo, N.Y., on the New Jersey border, a teacher with 15 years' experience and a master's degree plus 60 hours now earns $47,018. That salary will go to $49,784 next year. An East Ramapo teacher who finishes the two five-year "long steps" beyond the 15-year level earns $50,080 and next year will get $53,024.

Junior high English teacher Gail Reynolds, with an M.A. plus 15 credits, is right in the middle of the East Ramapo salary schedule. A single parent with a college sophomore daughter, Reynolds needs all of the $42,000 a year she earns.

"I really appreciate the salaries here," says Reynolds. "If I'd been making any less, my daughter would have had to wait for college. And I have colleagues with two-income families and more than one child who are just as hard-pressed."

In 1987-88, a 20-year increment will help Reynolds keep up with rising expenses—and the professional development credits in her district's contract offer still more promise.

"We can get credits not just for graduate courses, but for work at the teacher center," Reynolds notes. "So by going there we can get exactly the kind of knowledge that's going to be most useful for our particular classes, and get credits for our salary by doing it."

This was the year Betty Costello was going to retire, but September will find the 11th grade English teacher back in her classroom at South Lakes High School in Reston, Va., near Washington, D.C. A new plan agreed on by the Fairfax Education Association and the school board raised Costello's salary from $40,500 to $45,999—just enough to change her mind.

"It's not that I'm tired of teaching," Costello explains. "Teaching is what I know, I've done it 33 years, and I still enjoy the kids. But I'd pretty much decided to retire, take my pension, and try to find work teaching in some other district near here."

What changed her mind, Costello says, is the impact of the new Fairfax raise on her retirement income.

"My pension will depend on my three highest years' salary," she notes, "so I want to teach at least three years on the new schedule."

Fairfax County's 8,300 teachers will be getting substantial raises over the next three years. This fall's increases will range from 8.2 percent to 17.8 percent, and more than three out of four teachers will get at least 10 percent. The largest increase for teachers with M.A.s will be $5,780—and 59 people will receive that boost. By 1989-90, Fairfax's starting salary will be $24,255, and the salary for an M.A.-plus-30 (which presently includes 5 to 10 percent of the teaching force) will be $50,714.

That year the Fairfax schools will be starting a career ladder program—with a difference. The Fairfax school board has not put a limit on the number of teachers who can climb the ladder. And at FEA's insistance, the career ladder program will begin only when *all* teachers are making a reasonable salary.

The new higher salaries in Fairfax have helped spark increases in other Washington area school districts. In neighboring Montgomery County, Md., 3,000 citizens turned out for a county council hearing to support the *higher* taxes needed for increased school salaries and other school improvements. In 1987-88, beginning teachers in Montgomery County, as in Fairfax County, will earn $22,000, and the district's salary schedule will top off at $44,517.

Examples like these are encouraging, but still far too rare. The average teacher in the United States, according to NEA Research figures, earns less than $27,000.

To remedy that situation—to bring average U.S. teachers' salaries into line with salaries in school districts like Fairfax County or East Ramapo or Anoka-Hennepin—would take a joint commitment by all levels of government.

"Local school boards, state legislatures, the federal government—all have to do their part," says NEA Executive Director Don Cameron. "Unless they do, then decent salaries will remain an isolated occurrence—and students will continue to be educationally penalized for growing up in the wrong jurisdiction."

Concludes Cameron: "We've shown that our Association can win decent salaries in some school districts. We can't rest until decent salaries are a reality in *every* school district."

—Jane Power

Reformers Agree: Pay More, Get More

"Salaries for the teaching profession should be increased and should be professionally competitive." — *A Nation at Risk.* National Commission on Excellence in Education, 1983.

"Teachers' salaries rank with other feminized occupations at the bottom of all occupations requiring a college degree. Recruiting the most able college graduates to teaching will require the schools to offer pay and conditions of work that are competitive with those to be found in other places where professional work is done."—*A Nation Prepared: Teachers for the 21st Century.* Report of the Task Force on Teaching as a Profession, Carnegie Forum on Education and the Economy, May 1986.

"The public must offer teachers a professional work environment and all that goes with it. That means reasonable salaries and a real voice in decisions."—*Time for Results: The Governors' 1991 Report on Education.* National Governors' Association Center for Policy Research and Analysis, 1986.

"States and local districts should examine the salaries they offer teachers to see if they are competitive with those of other jurisdictions and occupations."—*Effective Teacher Selection: From Recruitment to Retention.* Rand Corporation, January 1987.

HUMAN RIGHTS

Is the Affirmative Action Battle Over?

After knitting and purling around affirmative action issues for more than a decade, the U.S. Supreme Court has finally shown a design.

In a 6-3 decision this spring, the high court ruled that employers can voluntarily adopt hiring and promotion goals for underrepresented women and minorities, in order to remedy "a conspicuous imbalance in traditionally segregated job categories."

The ruling was a major defeat for the Reagan Administration, which had fought vigorously to restrict affirmative action remedies to identifiable victims of discrimination—and had argued that for an affirmative action plan to be legal, the underrepresentation of minorities and women must be the result of the employer's past discrimination. The Supreme Court rejected both these arguments outright.

The sweeping decision, written by Justice William Brennan, upheld the voluntary affirmative action plan adopted by California's Santa Clara County Transportation Agency in 1978. That plan had allowed Diane Joyce, a road maintenance worker, to be promoted to road dispatcher.

Joyce's case began in 1979 when nine applicants qualified for the position of dispatcher. With a score of 73 in the overall evaluation, Joyce was given the job—despite the fact that three male applicants scored slightly higher.

Prior to Joyce's promotion, no woman had ever held a "skilled craft worker" job with the transportation agency. Santa Clara's voluntary affirmative action plan made sex and ethnic background two of the factors to be considered in the promotion and hiring of qualified applicants.

Paul Johnson, an applicant who scored 75, took issue with Joyce's being hired. He filed suit in 1981, claiming "reverse discrimination" under Title VII of the 1964 Civil Rights Act.

The Supreme Court's ruling will have a big impact on both private and public sectors, including education. Observers believe the *Johnson* decision will encourage more employers to adopt affirmative action plans to avoid being sued by minorities and women, now that the threat of "reverse discrimination" suits from white males has been eliminated.

While clearly a victory for affirmative action, *Johnson* places several limitations on the scope of permissible affirmative action plans. The Court said such plans must be tailored to remedy a *significant* underrepresentation of women and minorities in an employer's workforce—but did not spell out what constitutes the imbalance necessary to justify the creation of a plan.

Don Wright, *The Miami News*

Diane Joyce, left, gets a hug from Rina Rosenberg, manager of the Santa Clara County Women's Program, upon news of Supreme Court decision upholding Joyce's promotion to a dispatcher job under an affirmative action program.

And while the ruling allows an employer to establish timeframes to remedy a hiring or promotion imbalance, it does not allow numerical quotas. Indeed, an affirmative action plan can only be temporary, the Court said—until the levels of women and minorities in any given job category reflect the percentages of women and minorities in the labor pool.

There's also the possibility that a future suit will challenge the constitutionality of affirmative action plans under the equal protection clause of the 14th Amendment. *Johnson* addressed only the legality of such plans under Title VII.

The high percentage of classroom teachers and low percentage of school administrators who are women may well prompt some NEA affiliates to try to persuade their school boards to adopt voluntary affirmative action plans to improve women's promotion rates.

NEA's Office of General Counsel suggests that any local Association contemplating such a move have the proposed plan reviewed by legal counsel to ensure that it complies with the minimum requirements spelled out in the *Johnson* decision.

—Rose Jourdain

Reactions...and a Little History

In the wake of the *Johnson* ruling, Reagan Administration officials conceded defeat in the Justice Department's six-year war on affirmative action programs. Even some civil rights lawyers—who had feared they might lose the case—were stunned by the Supreme Court's sweeping endorsement of affirmative action.

The nation's long debate over such programs has stemmed from the philosophical tension between two fundamental American values: social equality and protection of individual rights.

Some affirmative action opponents contend that special standards for women and minorities are demeaning and in the long run destructive to the intended beneficiaries.

Affirmative action advocates argue that equality for all will only be achieved by granting temporary preferences to groups that have historically suffered discrimination.

Preferential treatment in employment was first mandated by President Johnson in a 1965 executive order stating that companies doing business with the federal government were required to take "affirmative action" to hire women and minorities. Although thousands of private companies began voluntary compliance with this mandate, statistics show that, 22 years later, women and minorities are still vastly underrepresented in many jobs.

Hailing the Court's *Johnson* ruling, NEA General Counsel Bob Chanin noted that the Association has long supported the use of voluntary affirmative action to achieve a workforce that is appropriately balanced with regard to minorities and women. "The Court's decision," Chanin said, "is a significant step forward." □

WASHINGTON WATCH

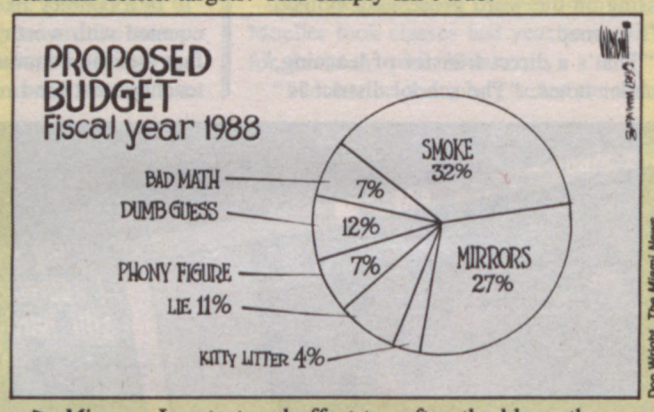
Gimmickry Doesn't Work

The federal budget is an enormous animal—weighing in at more than $1 trillion in fiscal year 1988. It's an animal that is most comfortable on a pillow of soft assumptions about revenues, actual expenditures, and economic projections.

The 1985 Balanced Budget and Emergency Deficit Control Act, better known as Gramm-Rudman, was supposed to put this animal on a strict diet, run it out to the track, and make it shed a few pounds. But it's been 18 months since Gramm-Rudman was signed into law, and the gap between expectations for its impact and the reality of that impact has become about as wide as the gap between federal revenue and spending.

Gramm-Rudman requires that Congress predict what each year's deficits should be in order to meet prescribed reduction targets. But there are no enforceable requirements for actually meeting those targets. So the Gramm-Rudman procedures have a tendency to encourage a federal budget that's built on 32 percent smoke, 27 percent mirrors, 7 percent bad math, and 12 percent dumb guesses.

► *Smoke:* The smokescreen of Gramm-Rudman tries to cover a multitude of sins. When Education Secretary Bill Bennett defended the Administration's proposal to wipe out almost $900 million in spending for vocational education, he didn't trot out last year's rationale, which held that vocational education is not as essential as college preparatory education. Instead he blandly explained that ending federal funds for voc ed was imperative under the limits of Gramm-Rudman deficit targets. This simply isn't true.



Don Wright, *The Miami News*

► *Mirrors:* In a tortured effort to soften the blow, the Department of Education compared its fiscal 1988 budget requests not with current funding levels, but with those of fiscal 1986. For example, the Department's recommendations for state grants for education of the handicapped called for an "increase of $53.5 million" from 1986—in other words, a *decrease* of almost $80 million from the current fiscal year.

► *Bad math:* President Reagan threw down the gauntlet with his proposed budget for fiscal 1988, challenging Congress to come up with a budget that achieved the same deficit reductions as the Administration's, allegedly well within Gramm-Rudman targets. But when Senate Budget Committee members added up the pluses and minuses, they found a gap between what the President said his budget did to reduce the deficit and what a pocket calculator said it would do—a gap of $27 billion.

► *Dumb guesses:* Under Gramm-Rudman, Congress and the President can meet annual deficit reduction targets by manipulating forecasts rather than making painful policy choices. Rosy projections of economic growth can reduce the *projected* deficit as effectively as actual spending cuts or revenue increases.

In all fairness, forecasting deficits depends on a host of unpredictable economic variables. But rather than enforcing the discipline its supporters said it would bring, Gramm-Rudman has enhanced the incentives to fudge the numbers. More importantly, Gramm-Rudman by itself can do nothing to reduce the deficit.

The tale of Gramm-Rudman has an important moral for those who still support a constitutional amendment to require a balanced budget. It's easy to say that balancing the federal budget is a simple process of cutting spending, raising revenue, or doing a bit of both. Members of Congress and the President know that. Yet they've been stalled for years between those unpalatable choices.

Clearly Gramm-Rudman didn't break the logjam—and neither would a balanced budget amendment.

—Michael Pons

State Side

NORTHEAST

An Association-backed bill to reduce K-3 classes to no more than 15 students per teacher is moving through the Rhode Island legislature.

The $7 million School Dropout Reduction and Education Effectiveness bill would put the emphasis on early intervention programs, with the goal of reducing Rhode Island's 28 percent high school dropout rate. The smaller class sizes would mean hiring some 350 additional teachers.

"The bill would do more than help reduce the dropout rate," says NEA-Rhode Island President Harvey Press. "We believe it would allow teachers to try different instructional methods and concentrate on building all students' basic skills. Beyond that, it would really boost teacher morale."

PACIFIC

Idaho Education Association members have good reason to celebrate. After two years of public education–bashing by the legislature, the 1987 session took major steps toward renewal of the state's schools.

Much of the credit for the new legislative attitude goes to an active IEA political action campaign. In the May 1986 primaries, a number of the most vociferous anti-education legislators were defeated. And 79 percent of IEA-endorsed candidates—both Republicans and Democrats—were elected in November.

IEA members set an ambitious legislative agenda and lobbied hard for it. While they didn't get everything they wanted, they saw positive action on each Association goal.

A $29 million increase in state education funding—the largest one-year increase in Idaho's history—tops the list. Another major victory was the introduction—for the first time—of a collective bargaining bill for education support personnel.

"Idaho voters sent politicians a clear message last year," says IEA President Joyce Raasch, "that rejuvenation of our public schools is a priority."

WEST

Laying off teachers to save money can also *cost* money, says the Oklahoma Education Association.

OEA recently demonstrated to legislators the negative impact on the state's economy if the 1,228 teachers who have received pink slips this spring are off school district payrolls by fall.

"Teachers who don't have income can't spend it," explains OEA President Kyle Dahlem, "and that means merchants lose money. Worse for the economy, the decline in business activity doesn't occur on a one-for-one basis—decreasing by one dollar for every dollar payroll is reduced. Instead, economists here calculate that each lost payroll dollar actually translates into a loss of $2.58, taking into account the *indirect* impact on wholesalers as well as retailers, for example, and the impact on tax collections."

When OEA finished its arithmetic—multiplying 1,228 (teachers with pink slips) x $22,060 (average Oklahoma teacher salary) x 2.58—the potential loss to the state economy from laying off teachers turned out to be almost $70 million.

Oklahoma is already in an economic recession due to the decline in oil prices and production. In OEA's view, adding teachers to the economically inactive list isn't exactly doing the state a favor.

MID-ATLANTIC

The 6,300-member Delaware State Education Association (DSEA) is cautiously optimistic about a program to improve teacher evaluations that's been piloted in four districts this year and now extended for 1987-88.

DSEA, which developed guidelines for the pilot project along with the Delaware state department of public instruction, has worked to ensure that each of the four districts uses the same evaluation procedures.

Among the rules: evaluations are to be used only to improve teacher performance—not in conjunction with merit pay or career ladder plans—and principals are to receive extensive training in evaluation techniques.

DSEA leaders meet regularly with representatives of the 1,462 teachers involved so any problems will be solved in the early stages.

MIDWEST

North Dakotans have gone to the ballot box to show their support for kids and quality education. In a special election in March, citizens approved a state income tax increase that the legislature had passed last December.

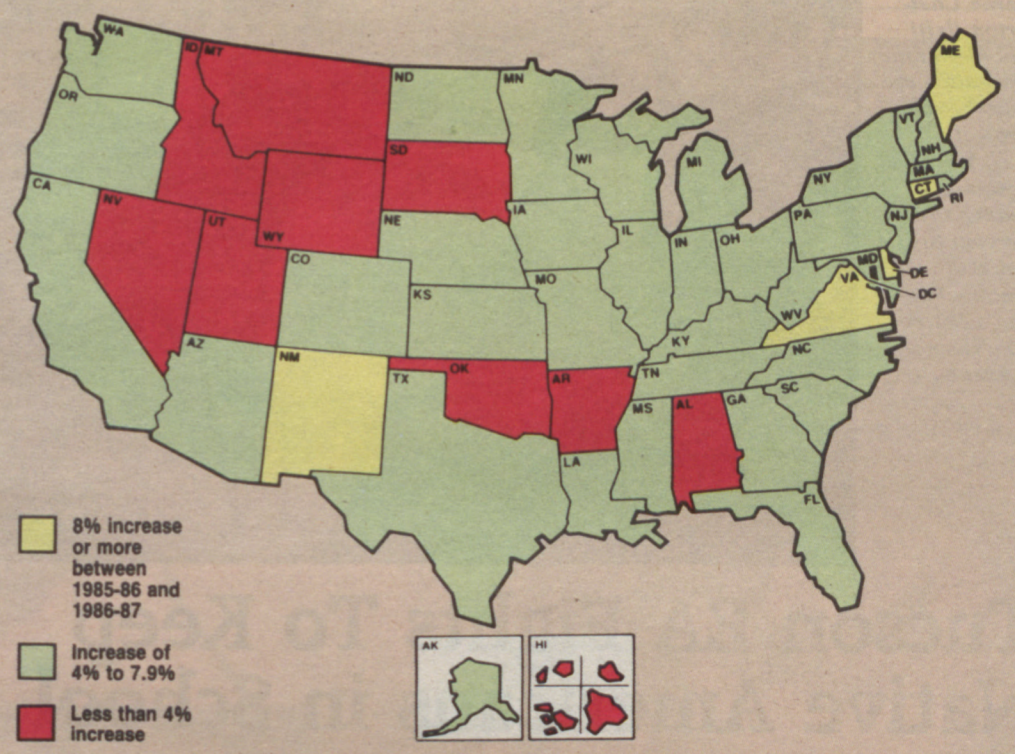
"The vote," says North Dakota Education Association President Peg Portscheller, "shows North Dakotans are willing to be taxed more if it means maintaining and improving the quality of education."

NDEA was part of a "Save Our Schools" coalition that included the state PTA and the school boards association. The coalition's successful campaign, including persuasive TV ads, was funded in large part by a $30,000 grant from NEA.

The campaign reinforced the message that North Dakota's income taxes are low compared to other states' and that more tax revenue is needed—not to pay for more public services but to maintain the good services the state already has.

The coalition told the public that if the state hopes to maintain its quality educators, it must improve salaries. North Dakota teacher salaries, once 30th in the nation, have now dropped to 42nd place. □

AVERAGE SALARY TOPS $30,000 IN FIVE STATES



Teacher Pay Average Up 5.9 Percent

Between September 1985 and September 1986, the nation's average teacher salary rose from $25,206 to $26,704. This increase of 5.9 percent represents a clear improvement in purchasing power, since the consumer price index rose just 2.14 percent during the same one-year period.

Individual states' gains in average classroom teacher salary are highlighted on the map above. The table below ranks the states in order from highest to lowest average teacher salary in 1986-87. Alaska, whose salaries reflect the state's extremely high living costs, heads the list as usual. This year California and Rhode Island join Alaska, New York, and Michigan on the top side of the $30,000 mark.

Rank		Avg. Tchr. Salary 1985-86	1986-87	% Increase
	U.S.	$25,206	$26,704	5.9%
1	Alaska	41,480	43,970	6.0
2	N.Y.	30,490	32,620	7.0
3	Mich.	30,004	31,500	5.0
4	Calif.	29,130	31,170	7.0
5	R.I.	29,470	31,079	5.5
6	Minn.	27,360	29,140	6.5
7	N.J.	27,170	28,927	6.5
8	Conn.	26,610	28,902	8.6
9	Md.	26,804	28,700	7.1
10	Ill.	26,897	28,430	5.7
11	Mass.	26,800	28,410	6.0
12	Wis.	26,347	28,206	7.1
13	Wyo.	27,224	27,708	1.8
14	Wash.	26,209	27,527	5.0
15	Del.	24,624	27,467	11.5
16	Pa.	25,853	27,429	6.1
17	Colo.	25,892	27,388	5.8
18	Hawaii	25,845	26,815	3.8
19	Oregon	25,660	26,800	4.4
20	Ohio	25,006	26,317	5.2
21	Ariz.	24,680	26,280	6.5
22	Nevada	25,610	26,030	1.6
23	Ind.	24,325	25,684	5.6
24	Va.	23,095	25,473	10.3
25	Texas	24,218	25,308	4.5
26	Ga.	23,046	24,200	5.0
27	N. Mex.	21,817	23,977	9.9
28	Fla.	22,250	23,785	6.9
29	N.C.	22,340	23,775	6.4
30	Kansas	22,644	23,550	4.0
31	Ala.	23,040	23,500	2.0
32	Mo.	21,945	23,468	6.9
33	Utah	22,603	23,374	3.4
34	Mont.	22,482	23,206	3.2
35	S.C.	21,570	23,039	6.8
36	Tenn.	21,384	22,720	6.2
37	Ky.	20,948	22,612	7.9
38	Iowa	21,690	22,603	4.2
39	Neb.	20,939	22,063	5.4
40	Okla.	21,419	22,060	3.0
41	N.H.	20,263	21,869	7.9
42	N.Dak.	20,816	21,848	5.0
43	Vt.	20,796	21,835	5.0
44	Idaho	20,969	21,469	2.4
45	W. Va.	20,627	21,446	4.0
46	La.	20,460	21,280	4.0
47	Maine	19,583	21,257	8.5
48	Ark.	19,538	19,951	2.1
49	Miss.	18,472	19,575	6.0
50	S.Dak.	18,095	18,781	3.8

Source: NEA Research. *Estimates of School Statistics, 1986-87*

Local Look

VERMONT

The 247-member Burlington Education Association is far from pleased at the teacher salary increase the district is offering—just under 4 percent.

"Surrounding districts are coming in at 7 to 10 percent," reports chief BEA negotiator Edward Ahearn, an English teacher at Burlington High. "In the last two years, our town has passed two tax increases, so more money is definitely available."

At press time, bargaining in Burlington was at impasse and awaiting federal mediation. Besides salary, other unsettled issues include class size, number of teaching periods per day, elementary preparation time, and the shift of sixth grade to middle schools.

KENTUCKY

When it comes to employee contracts and jobs, the Whitley County school board giveth and it taketh away. Associations of both teachers and support staff in this rural southeast Kentucky locale have felt the board's sting.

The 11-month-old, 50-member Whitley County affiliate of the Kentucky Educational Support Personnel Association negotiated its first contract in December. In February, the school board voted to rescind the agreement, citing money problems. With advice and financial help from the Kentucky Education Association, the Whitley unit filed suit.

Soon after, 12 jobs—including that of Association President Frank Siler, a bus driver—were eliminated. The reason, in all but Siler's case, was "cost." The board fired Silver for using the school bus for personal reasons—a practice it had allowed since 1971.

Meanwhile the board also rescinded its signed contract with the teachers, again citing financial problems. The 246-member Whitley County Education Association promptly filed suit.

As we go to press, the 12 ESP employees are back at their jobs under a restraining order. A judicial decision on all issues is pending.

ILLINOIS

The Illinois Education Association-NEA has welcomed two new educational support groups to the family. The ESP representation election wins came in Homer and Mattoon, districts where IEA-NEA already represents teachers.

The Homer election, although involving just 10 employees, made headlines because it took place in the same east central Illinois community where 27 IEA teachers have been on strike since last October. The ESP group—three custodians, three bus drivers, two cooks, a secretary, and a teacher aide—voted to join forces with teachers in one "wall-to-wall" bargaining unit.

Two members of the support staff have already joined the bargaining team in an effort to negotiate a contract covering the entire unit.

"We are proud to welcome the support staff to our bargaining unit," says Colleen Brodie, president of the Homer Association of Teachers and Support Staff-IEA-NEA. "It took courage for them to become a part of the team while we are on strike."

Meanwhile in the south central part of the state, 175 custodians, secretaries, teacher aides, cooks, and bus drivers in Mattoon recently voted overwhelmingly to link up with IEA-NEA. The Mattoon Educational Support Personnel-IEA-NEA, led by President Dave Barnes, had been organizing for the past year. The custodians and secretaries, previously in separate bargaining units, rejected their former representatives and, with the other support staff, voted 110 to 40 to join the Association.

OPERATION RESCUE, ARIZONA STYLE

Edward McCain

Teachers Karen Chatterton (left) and Geraldine Mackaben are spearheading Project E.N.A.B.L.E., designed to reduce the 28 percent dropout rate among Tucson's Native American students.

Tucson EA Fights To Keep Native Americans in School

With the dropout rate of Native American students hovering at 28 percent, two alarmed teachers in Tucson, Ariz., decided something had to be done.

Mansfield Middle School reading and social studies teachers Geraldine Mackaben and Karen Chatterton took the lead in getting the Tucson Education Association to apply for a grant under Operation Rescue, the nationwide anti-dropout program sponsored by NEA's National Foundation for the Improvement of Education (NFIE).

TEA won a grant of $40,439 from NFIE this spring for its "Project E.N.A.B.L.E." (Empower Native Americans by Learning and Encouraging). The goal, says Chatterton, is "to convince Native American students that high school is a fun place—and a useful place—for them to stay through graduation."

Mackaben and Chatterton, co-chairs of the project, will start the program off with summer workshops to sensitize teachers to what Indian students feel when they enter school. The workshops will enroll 20 teachers at Tucson High Magnet, Mansfield Middle School, and Richey Elementary.

This fall, explains Mackaben, these teachers will work with the 225 Native American students enrolled at the three schools. They'll offer field trips, prizes for good grades, tutoring, peer support, and a wealth of enrichment activities designed to keep dropout-prone students interested in schoolwork and motivated to complete it.

To make sure Project E.N.A.B.L.E. makes a difference, "we're forming support teams of administrators, teachers, parents, and counselors to encourage the students to persevere," Mackaben adds.

Operation Rescue was initiated at the 1985 NEA Representative Assembly, when NEA President Mary Hatwood Futrell asked delegates if they were willing to commit a dollar of their NEA dues to fund Association-sponsored anti-dropout programs.

"I was there when President Futrell made that challenge," Mackaben recalls, "and Operation Rescue seemed right on the mark for us."

A total of 16 Operation Rescue projects have been funded so far. For information about how to submit a project proposal, write to Operation Rescue, NFIE, 1201 16th St., N.W., Washington, DC 20036.

OREGON

Oregon teachers made history this spring—not because they wanted to. On April 7, the 213 members of the Coos Bay Education Association went out on strike, followed a day later by 1,200 Eugene Education Association members.

It was the first time two Oregon school districts have ever had simultaneous strikes.

In both Eugene and Coos Bay, teachers have been working under expired contracts since July 1986.

The strong Coos Bay strike—with every teacher out—ended after two weeks. The teachers won a solid contract that retains protections and benefits. Before the strike, the district had been demanding—and refusing to bargain over—wholesale rollbacks in contract language and benefits.

As we go to press in early May, Eugene teachers have been on strike for over three weeks—with no end in sight. The issues are many—economics, excellence, benefits, and contract language. But the first obstacle is the board's hired negotiator, paid by the hour, with little interest in reaching agreement.

EEA members, who gave 4 percent of their salary back to a financially pressed district in 1982, are united—and determined to stay on strike until the district agrees to a contract that meets the needs of the teachers and students of Eugene.

ALABAMA

A group of local associations in the southeastern corner of Alabama have forged a team that's seen their combined membership rise, despite layoffs, from 90 percent of its potential last year to 94 percent this year.

Strong representation and practical programs have been the key to membership growth. Members keep in touch through a district newsletter that won the Alabama Education Association's top award in both 1986 and 1987.

A great asset has been the close cooperation between teacher and education support members. Each of the three jurisdictions—Dothan City, Henry County, and Houston County—has a teacher and a support unit. Each pair acts together in activities that range from meeting with legislators to inducting officers.

This kind of cooperation shows up in the District's Advisory Council: 1986-87 chair Linda Garrett (president of the Dothan City ESP and a member of the state ESP board) is a school secretary. Vice-chair Howell Register (also vice-president of the Houston County Education Association) is a seventh grade English teacher. Council secretary Neil Dodson (who's president of the Henry County Education Association) is a central office administrator, while treasurer Noel Deese (president of the Houston County Education Support Personnel Organization) is a bus driver. □

Meet:

John Stormzand

The Accent's on Reading

When Felicitas Coniconde decided to come to America almost 20 years ago, she looked at a U.S. map, chose Michigan because of its beautiful shape and surrounding waters—then chose Waterford because she liked the name.

Coniconde had taught first and second grades in her native Philippines from 1964 to 1968. She's taught kindergarten at Beaumont Elementary in Waterford—nine miles from Pontiac—since 1968.

An Association activist, Coniconde recently shared her teaching experiences and philosophy with NEA staff writer Marian Clayton.

Was teaching in the Philippines very different from teaching in Waterford?
There are many differences. For one, my class size in the Philippines averaged 50.

Fifty students in one classroom? Were you able to accomplish anything?
Oh, yes. My students were conscientious and worked hard. They learned. Filipino students don't start first grade until age 7, so they're ready for school.

John Stormzand

Would you be successful with a class of 50 American kids?
No, and that points up another difference. In the Philippines, teachers have 100 percent parental support. Parents teach their children that they come to school to learn and that in order to learn they must sit quietly and listen. So there are no real classroom problems.

Then it must have been quite a change for you when you started teaching here.
I cried a lot and was almost ready to quit when I first came here, because I didn't know whether or not I was getting through to the students. But I had a very supportive principal. She encouraged me, and eventually I adjusted to my new type of students.

In what other ways are the students different?
American kids are much more sophisticated than Filipinos. They have more exposure, more freedom—especially in school. Filipino kids, especially in the provinces, don't have access to television. Kids here have more books. Their parents subscribe to magazines. And American kids question more, speak up more, interact more with teachers. I think that's good. It's just that it took me some time to get used to the cultural differences.

Do you find American parents less cooperative—less supportive of teachers?
No. The Waterford community is supportive of education. The parents here want their children to do well in school. They're usually amazed and proud when they see their five-year-olds coming home with books and actually reading.

You teach your kindergartners to read?
Yes. I start in September with language development. After about a month, we work on consonants, and I use games to reinforce the consonants.

For example, when we study the *P* sound, I use popcorn. We pop, we eat.

Then I use the consonant with vowels to develop words and eventually to learn other words. Say the kids learn *pan*. We change *P* to *M* and my students learn *man*. Then, you see, they have two words they can use to develop a sentence. "The *man* cooked rice in a *pan*."

My methods work. About 90 percent of my students can read sentences by the end of the school year.

How do you respond to those who argue that kindergarten students aren't ready to learn to read?
I don't argue that we should teach reading to children who aren't ready. But most kids watch *Sesame Street* and have been to preschool. They're exposed to the alphabet before they enter kindergarten, so why be redundant?

But what about those who still aren't ready?
Well, I don't believe in grouping at an early age. Some of my students might not be academically ready, but they can sit with the class, look at pictures, and turn pages. They can explain the stories by looking at the pictures and feel very much a part of the group. Sometimes the students' explanations come out much like the written word.

Those students who aren't developmentally ready go to an alternative kindergarten.

Who determines whether or not a child should go to an alternative kindergarten?
Preschool teachers, school psychologists, and speech therapists test the preschoolers at the end of the school year.

Are children required to go to preschool?
No, but parents are eager to send them. At the end of the year, preschoolers visit my classroom. I tell them that next year they will be in a classroom very much like mine. We have activities planned for preschoolers on that day.

At the same time, the testers are with parents to explain where their children should enroll the following year.

Do your students learn to write sentences also?
By the end of the year, some start to. I'm not so concerned that all of them learn to write sentences. I really want them to recognize and appreciate words.

What about math concepts?
The district believes that children should learn the concepts of 1 through 10 in kindergarten. I don't stop at concepts. I also teach critical thinking skills. I may call five students up to the table where there are two apples. I'll say, "I'd like to give all of you an apple, but I don't have enough. How many more do I need?"

They figure that out quickly. "You need *three* more."

Then I write, from left to right, "2 apples + 3 apples = 5 apples." I also explain that we can write the numbers top to bottom.

Are many of your students from minority groups?
None of them are. Waterford's 11,000 students are only 4 percent minority. And the teaching staff is less than 1 percent minority.

Have you experienced any racial prejudice?
No. When I came, I had a slight language barrier, but even that didn't make a difference with my colleagues or with the community. All in all, I've felt quite comfortable. I like teaching, I love the community, and I really enjoy Association activities.

How did your Association involvement come about?
I joined the Waterford Education Association (WEA) in 1968, but my real involvement started in 1976 when I attended the NEA annual meeting in Miami. I was so impressed with the way the 10,000 delegates ran the meeting—and so excited to be one of those delegates.

When I came home, I really got involved. I started as a building rep. Since then I've been on the WEA executive board, the negotiating team, a delegate to the state Representative Assembly, a member of NEA's Asian/Pacific Islander and Women's Caucuses—and I haven't missed an NEA convention. □

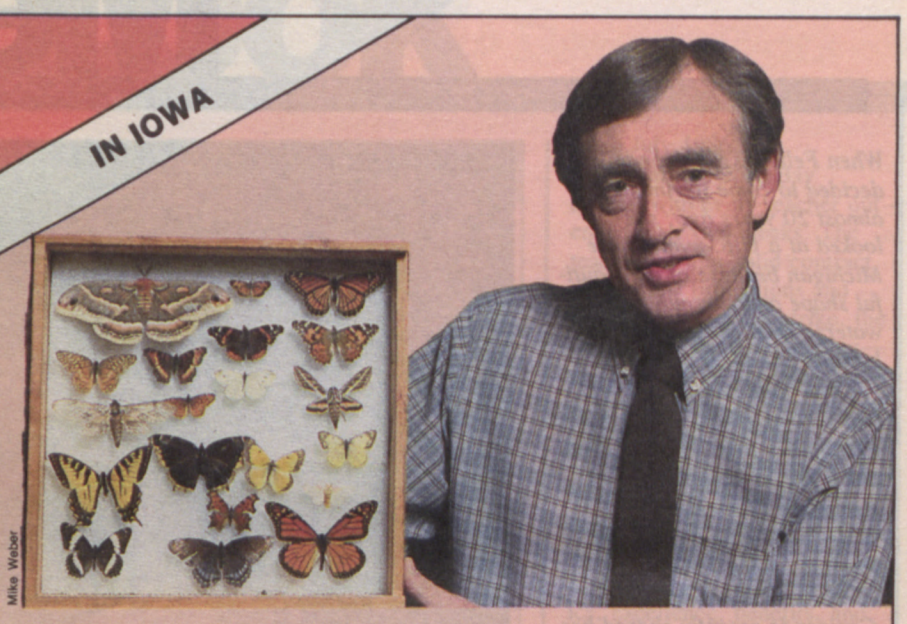
SUMMER BECKONS...

No Time To Sit

Summer vacation. Two words that haunt the daydreams of students each year as June rolls around. For kids, summer has a special magic.

It's pretty special for education employees as well. Association members' summer activities run the gamut—from second jobs to household fix-up to well-deserved vacations and rest. For the members spotlighted here, the summer of '87 brings some ambitious projects—opportunities for exploration and a new perspective on the world to enrich their students' lives and their own. For these teachers, learning will continue long past the last bell of the school year.

IN IOWA



Mike Weber

Rain Forests on Wheels

How do you prepare a rain forest "to go"? Bruce DeLong of Waterloo will know by summer's end.

The Smithsonian Institution in Washington, D.C., has selected DeLong to participate in its Elementary and Secondary Education Teacher Intern Program. DeLong, a science teacher at Waterloo's West High School, will be in the nation's capital during July to help design and construct one of the Smithsonian International Travel Exhibition Service's traveling exhibits—a tropical rainforest. The exhibit will be on display for 10 months at the Smithsonian and then tour seven other museums beginning next May.

"Working at the Smithsonian is one of those rare, exceptional opportunities," says DeLong. "It's a chance to work with top professionals in the field and better understand ecological problems—in this case the condition of rain forests around the world. This is the kind of experience that improves you as a scientist—and a teacher."

DeLong's summer scientific endeavors won't end with his month at the Smithsonian. He's also planning to develop a nature program, with a focus on local insects, at the Hartman Nature Reserve in his home county.

IN DELAWARE

Edward O. Marshall

The British Blend

After saying goodbye to her first grade class at Allen Frear Elementary School in Camden this month, Debbie Magnum will fly to England to teach in a British infant (elementary) school.

Magnum will work for two weeks at the Coombs School in Berkshire County on the outskirts of London.

It's Magnum's second self-arranged and self-financed teaching trip to the widely acclaimed British infant schools. The attraction, she says, is the schools' hands-on, experience-oriented approach to student learning.

When an infant school class studies the environment, they go to the forest to learn about it. If they're studying livestock or wool-making, they shear sheep and spin wool.

"Both book and experiential learning are valid," says Magnum. "But we in the United States have much to learn from the British approach. Our students would benefit from more hands-on learning, more involvement in the world outside the classroom—more of what I call soul, or life, learning."

The British influence can be seen in Magnum's classroom. Her first graders hold regular writing workshops, during which students don a tweed "author's cap" and read to their classmates. But don't look for famous authors' names on their book jackets—the books are collections of the students' own writing and art.

IN CONNECTICUT

Adventure... South of the Border

Jeanne Nickens, a reading specialist at the Marlborough Elementary School in Colchester, at times turns her classroom into an archeological museum. And this summer, she hopes to add new artifacts to those that already entice her students to read more about other civilizations.

Nickens' summer months will be devoted to a working trip to archeological sites on Mexico's Yucatan Peninsula, as well as in neighboring Guatemala, Belize, and—time permitting—Honduras. With her recently earned scuba certification in hand, Nickens will also visit underwater digs off the Caribbean coast.

This isn't the first time Nickens has devoted her vacation to archeological travel. She's explored sites in Egypt and Greece, and made a previous visit to the Yucatan.

Nickens' working trips are the result of a longstanding interest in archeology. "Nothing compares to the thrill of finding an important artifact," she says. "And I've learned an incredible amount working with researchers on digs."

Her students "really get a kick out of reading about places I've been," says Nickens. "And being able to share my first-hand experiences makes other cultures and civilizations come alive. The kids believe it more when they know you've been there."

Edward O. Marshall

...THE MOVERS AND SHAKERS

IN OHIO

Taiwan Fever

Edward O. Marshall

What can you do as a follow-up to teaching in the People's Republic of China on three separate occasions? How about two months of intensive study of Mandarin at Fe-Jen University in Taipei, Taiwan?

Loren Sekola, who teaches Chinese in Warren, will go to Taiwan this summer as a Rockefeller Fellow. She's particularly excited about studying Mandarin, a Chinese dialect prevalent on Taiwan. Since 1980, she's been to the People's Republic of China three times, teaching English to both middle school students and scientists at a university.

"I'm looking forward to comparing Taiwan to mainland China," Sekola says. "I'm interested in the differences—and similarities—in culture, social structure, religion, economics, and government."

Sekola will share the fruits of her summer study with her students at Western Reserve and Warren Harding High Schools—as well as with colleagues at the federally funded East Asian Studies Center at Ohio State University.

IN NEVADA

Jeff Scheid

Fit for Life

When school ends in Las Vegas this month, Brendolyn Black won't be saying goodbye to kids. A counselor at Jim Bridger Junior High, Black is spending her second summer as nutrition specialist for the National Youth Summer Sports Program.

The program, sponsored in part by the University of Nevada at Las Vegas (UNLV), gives disadvantaged kids from grade 1 through 12 the opportunity to engage in organized physical activity, spend time in libraries and on the university campus, and—Black's main concern—eat well to stay fit.

"About 325 kids participated last summer," says Black, "and the program was so successful, we expect another large turnout and a great summer this year."

The program aims to promote physical activity, good sportsmanship, a healthy competitive attitude—and familiarity with a university environment.

Black also works with the Upward Bound Program at UNLV, which provides encouragement and tutoring to disadvantaged students interested in going to college. And when summer rolls around, she says, "The students who work with me in the Upward Bound Program help me by working in the summer youth sports program."

IN WASHINGTON

Bill Davidson

Land of the Rising Sun

Kathleen "Kelly" Barker is fluent in Swedish, German, French, Spanish, and English—and this year she's planning to add Japanese. As a Rockefeller Foundation Fellow, Barker will spend July and part of August studying Japanese at Tokyo's International Christian University. She'll learn to speak and write Japanese using its three alphabets—Hiragana, Katakana, and Kangi.

What does a person do with fluency in so many languages? Barker teaches some of them at Bothell High School. This year she taught French and German; last year she taught Spanish. She's also worked as a translator at the Seattle-Tacoma International Airport.

"I'm not yet sure if I'll have a chance to teach Japanese," says Barker. But she does know that it's a strategic language, especially in the Pacific Northwest where there's a lot of trade with Japan.

"I want to gain a working knowledge of the language so that I can carry on a conversation," she adds. "I also hope to use my time in Tokyo to get a better understanding of Japanese culture."

Barker's husband, 8-year-old daughter, and 5-year-old son aren't about to miss out on the chance to see Tokyo. They'll travel with her and join her in exploring Japan.

IN OREGON

High Energy

Carolyn Salisbury

Richard Donin believes that energy awareness belongs in the curriculum—and he plans to use *his* energies this summer putting it there.

A science teacher at Portland's U.S. Grant High School, Donin has developed a series of acclaimed curriculum materials on energy.

Donin also formed his own consulting firm, The Radon Group, to market his materials. His customers: utility companies who want to help teachers looking for ways to teach about energy.

"This is hands-on science," says Donin. "designed for the elementary grades through high school."

Donin's materials include a kit on energy use in homes, a unit on the nuclear power and radioactive waste controversy, and a project in which high school students actually build an energy-efficient home (in conjunction with the local utility).

Donin will devote this summer to marketing his materials to utilities outside the Pacific Northwest and to writing a new unit, Black Leaders in Energy and Science.

—Edward O. Marshall and Heidi Steffens

RESEARCH CLUES

Teaching Today's Kids About the Vietnam War

by Robert McNergney and Martin Haberman

Last year Marvel Comics, the company that publishes "Spiderman," came out with a new series about the Vietnam War. At 75 cents per monthly issue, "The Nam" will run for the next eight years, covering the war years 1966 to 1974.

Given Marvel Comics' sales track record, we can expect that millions of American kids will learn about the the Vietnam War from "The Nam." Which brings up the question, How *should* today's students learn about the Vietnam War?

E. Wendy Saul, an assistant professor of education at the University of Maryland–Baltimore County, advocates that teachers use children's trade books to teach about the war. Where controversial issues—like America's involvement in Vietnam—are concerned, she argues, trade books can breathe life into events that textbook authors cover incompletely and mechanically.

Trade books are published for the general public and sold to libraries and bookstores. Because the librarians and buyers who purchase these books have more autonomy in their decisions than do the teachers and supervisors who purchase textbooks, they're likely to choose books on the basis of quality writing and artwork—and trade book publishers respond to their demands.

Robert McNergney is associate professor at the Curry School of Education, University of Virginia; Martin Haberman is professor at the School of Education, University of Wisconsin-Milwaukee.

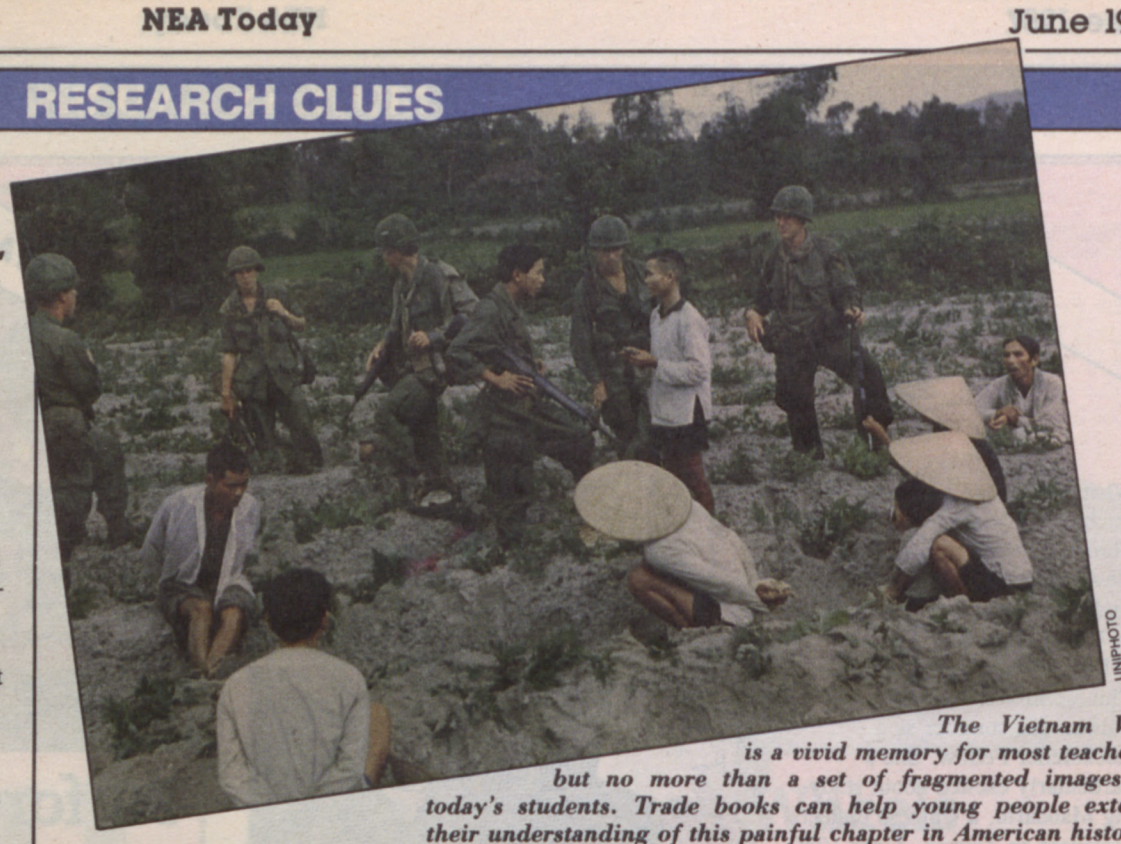
In a descriptive study, Saul identifies two types of Vietnam-related children's trade books: those that serve as a "witness for the innocent" and those that represent the "literature of reconciliation."

The "witness" books, many of them novels, were written in the 1960s and early 1970s. They are stories of ordinary Vietnamese and Americans whose lives are shattered. Individuals, whether Vietnamese peasants or American soldiers, are seen as victims of violence over which they have no control.

One of the earliest "witness" books is Jon Neilson's *Artist in South Vietnam* (Messner, 1969). It describes the war's impact on the South Vietnamese, but—like most books in the "witness" category—doesn't explore the war's causes or assign blame for it.

In contrast, *Children of Vietnam* (Atheneum, 1972), a book by antiwar activists Betty Jean Lifton and Thomas Fox, explicitly blames the U.S. presence for disrupting the lives of Vietnamese children.

Two other "witness" books portray war as a form of insanity: the Newbery Award winner *To Stand Against the Wind*, by Ann Nolan Clark (Viking, 1972), and *Cross-Fire*, by Gail Graham (Pantheon, 1972). In these books war deaths are often inflicted by one's own side and are portrayed as totally senseless.



UNIPHOTO

The Vietnam War is a vivid memory for most teachers, but no more than a set of fragmented images to today's students. Trade books can help young people extend their understanding of this painful chapter in American history.

The "literature of reconciliation," which appeared some 10 years after the "witness" books, goes beyond recounting tragedy. Like traditional children's stories—but unlike the earliest Vietnam books—these stories are hopeful. Children overcome adversity, and their ability to communicate is key to their success.

Two of Saul's examples of "reconciliation" literature are sympathetic stories about boat people: Maureen Crane Wartski's *The Boat to Nowhere* (Westminster, 1980) and James Haskins' *The New Americans: Vietnamese Boat People* (Enslow, 1980).

Two other books describe the effects of the Vietnam War on families. In *Where the Elf King Sings* (Bradbury, 1980), Judie Wolkoff describes the plight of a 12-year-old girl whose Vietnam-veteran father cannot cope with life. And in *Caribou* (Greenwillow, 1985), Meg Wolitzer writes about the sister of an American youth who flees to Canada to avoid the Vietnam-era draft.

Saul is open about her own opposition—both then and now—to U.S. involvement in Vietnam. Her views, however, don't seem to color her evaluation of the books she describes. She thinks all of them would have to be characterized as *antiwar* stories, because they present the horrors of war without providing political analysis of why the war happened or who should be blamed for it.

Saul also is sensitive to the fact that most children's trade books on Vietnam will provoke continuing argument among people with differing political views about the war.

Her analysis of children's books stops short of telling how to teach about the Vietnam War. But her implicit message to teachers seems to be this: don't ignore the war. Teach your students about it. If you don't, they may never get beyond a comic book understanding of the Vietnam era. □

Want a Book List?

E. Wendy Saul's study, "Witness for the Innocent: Children's Literature and the Vietnam War," appeared in *Issues in Education*, vol. 3, no. 3 (winter 1985), pp. 185-197. For an annotated list of children's trade books about the Vietnam War, write to E. Wendy Saul at the Department of Education, University of Maryland–Baltimore County, 5401 Wilkens Ave., Catonsville, MD 21228.

Attention Deficit Disorder: Does the Feingold Diet Really Help?

"Want to reduce hyperactive children's restlessness and irritability and lengthen their attention spans? Try the Feingold diet."

Thousands of American parents and teachers swear by this advice. They believe wholeheartedly that a diet first proposed in the 1970s by the late Dr. Benjamin Feingold, a California allergist, is the most effective treatment for children suffering from hyperactivity (now often known as attention deficit disorder).

Feingold saw a link between the increased incidence of hyperactivity and the increased use of artificial flavors and colors in foods over the past few decades. His diet eliminates—

► All artificial colors and flavors.

► The preservatives BHT and BHA (antioxidants added to foods to extend shelf life).

► Toothpaste, aspirin, cough syrup, vitamins, and most children's medications.

► All foods containing natural salicylates (apples, apricots, cherries, and many other fruits and berries, as well as cucumbers, tomatoes, and tea).

But nutrition experts are far from convinced. The National Advisory Committee on Hyperkinesis and Food Additives points out that the results reported by Dr. Feingold are based primarily on subjective data—and that his claims of a 48 percent success rate in reducing hyperactivity through his diet have yet to be substantiated by "double-blind," controlled studies.

Such studies have found evidence that a small subgroup of hyperactive children—no more than 2 percent—do benefit significantly from the diet. This one-in-50 effectiveness rate was enough to persuade a 1982 National Institutes of Health symposium on diets and hyperactivity to conclude that while the Feingold diet "should not be universally used" to treat childhood hyperactivity, "initiation of a trial of dietary treatment, or continuation of a diet in patients whose families and physicians perceive benefits, may be warranted."

More recent analyses of some of the foods prohibited in the Feingold diet have found no measurable salicylate levels in grapefruit, oranges, lemons, tangelos, strawberries, or almonds—all off limits, according to Feingold.

Other researchers' controlled studies suggest that any success from the Feingold diet is due largely to the placebo effect (the power of suggestion) or to a change in the "socio-emotional environment of the child" thanks to the lessening of blame and the new family dynamics and lifestyle that the diet demands.

Under the Feingold diet, "junk foods," processed convenience foods, and casual snacks are out. Foods must be prepared from scratch at home and eaten together. The entire family is encouraged to follow the Feingold diet, to avoid isolating the hyperactive child.

"The child's behavior may well improve," notes nutrition textbook author Eleanor Whitney, formerly of Florida State University, "but in response to what? Not only is the family eating differently, they are living differently, and the child is getting more attention, more of his parents' energy, and a more structured environment than before. He is now the center of attention at most family gatherings—mealtimes."

After four to six weeks on the full-fledged Feingold diet, the natural fruits and vegetables are gradually reintroduced into the child's diet as tolerated. This less strict regime, with only the chemical additives eliminated, is known as the modified Feingold diet.

"The modified Feingold diet, which eliminates only artificial colors and flavors, is more nutritionally sound and can be safe for children," concludes Deborah Rhoades, a nutrition education specialist for the Maryland state department of education. "The relationship between hyperactivity and diet needs further investigation, and parents should look to other forms of treatment as well to deal with hyperactivity."

—Ann Kurzius

INTERNATIONAL

Books: From Georgia to Liberia with Love

"It's hard to understand," says Cheryl Sarvis, "how a dress code for teachers can be a high priority for a government that hasn't paid teachers' salaries in over four months."

The president of the Georgia Association of Educators (GAE) is talking about the government of the west African nation of Liberia, where she represented NEA this winter at the convention of the National Union of Liberian Teachers.

Comparing the situation back home to the one in Liberia, Sarvis says, "Low pay for teachers is quickly overshadowed by *no* pay for teachers."

Pay isn't the only thing missing in Liberian schools. Visits in different parts of the country made that clear to the NEA delegation (Sarvis, Illinois Education Association President Reg Weaver, and NEA Special Assistant for Peace Programs and International Relations Jack DeMars). But parents, teachers, and children cooperate to provide the best obtainable education with the few resources at hand.

"The people in the bush—the rural areas—value education highly," Sarvis reports, "because they look on it as the only way their children can escape their terrible poverty. So parents try hard to provide at least one book for their families. But no matter what the parents do, books are still in such short supply that in many places, the only learning possible is rote memorization followed by recitation."

Although Liberia has a compulsory school attendance law, the impoverished government doesn't even provide school buildings, let alone furniture or materials, and students are also expected to pay school fees. In the countryside, teachers and students may have to literally start school from scratch, spending what would normally be class time in making clay bricks or binding reeds together to build schools.

Most school buildings have no electricity. "Chalkboards" are rectangles painted on a brick or concrete block wall. For desks, students may have benches, perhaps with a flat writing surface attached—or they may have nothing. That makes little difference, because paper is rare and pencils almost unheard of.

Liberian teachers, like their U.S. colleagues, often try to provide materials for their classes—but these are usually second- or third-hand. Even so, they're very expensive because they have to be imported.

"Teachers wherever I've gone all over the world are more alike than we are different," Sarvis notes. "Liberian teachers, too, sacrifice for the children they teach. They, too, put in long hours for which they'll never be paid."

Sarvis returned to the United States vowing to do everything in her power to ease the lot of Liberian teachers—and the textbook shortage was the first problem she tackled. Association members, school administrators, and textbook companies came through fast. Within a few weeks some 20,000 discarded books were piled up in the GAE offices, and 20,000 more throughout the state were waiting for pickup.

Halfway across the country, Reg Weaver's experiences in Liberia have sparked a similar Illinois Education Association drive to collect textbooks.

GAE's Sarvis is getting technical advice on packing and shipping from a nonprofit organization that sends books to English-speaking countries around the world. Firestone Rubber, one of the largest corporations operating in Liberia, will carry the books at cost in company freighters otherwise returning empty from Savannah to Liberia. Cartons, and trucking of the books from Atlanta to Savannah, Sarvis hopes to get as donations.

When the books arrive, the National Liberian Association of Teachers (renamed since the government abolished the union's charter) will distribute them carefully. The Liberian government also is cooperating. Says Sarvis, "We'll get books into some areas where they've never seen books before."

—Jane Power

Louie Favorite

Cheryl Sarvis, president of the Georgia Association of Educators, shows off some of the 40,000 surplus textbooks that have poured into GAE headquarters from school districts across the state. The Georgia book collection and a batch contributed by Illinois Education Association members are destined for schoolchildren in Liberia.

Teachers Defend Rights, Attack Racism

"We can abolish your right to bargain—and we've done it."

That's the message teachers in England and Wales got recently from a Parliament heavily dominated by Margaret Thatcher's Conservative Party. A new Act of Parliament has set up an interim committee to replace negotiations in setting pay and working conditions.

The bargaining ban is temporary—until 1990—but even then, nothing guarantees that bargaining will be restored. Although British teachers bargain their contracts with their local districts, the national government contributes heavily to school finance and so has a strong influence on settlements.

All six national teachers unions have lodged strong protests against this loss of rights and are working to get the act repealed. The two largest unions, the National Union of Teachers of England and Wales (NUT) and the National Association of Schoolmasters, are conducting a campaign of limited strikes.

NUT is also waging a public information campaign and lobbying vigorously for reinstatement of bargaining rights. National elections will probably be held in June or October, and the Labour Party has already committed itself to restore bargaining rights if it wins a majority in Parliament.

Scottish teachers, by contrast, are benefiting from the parliamentary distinction that places them under the jurisdiction of the British government's Scottish Office. Their union, the Educational Institute of Scotland, reports that its latest contract, which includes the right to continue bargaining collectively, took effect in January and will run until late in 1988.

Meanwhile, in British Columbia, educators are pledging that no law can split them. But the extremely conservative government of this Canadian province is doing its best to split teachers from administrators, split professionalism from bargaining, and split teachers themselves into factions.

A new bill under heated debate in the provincial parliament would exclude principals and vice-principals from membership in the BC Teachers Federation and from bargaining in any form.

The proposed law would establish a "College of Teachers" to which all teachers and administrators would be required to belong—and pay fees. It would weaken tenure and diminish teachers' professional responsibilities by giving the college new powers over certification, discipline, and professional development.

Although granting local associations the right to strike, the bill would give the provincial government wide powers to end strikes. An allied measure would strengthen the five-year-old wage controls on contracts of all BC workers.

Similar bills have been overwhelmingly defeated in the provinces of Alberta, Ontario, and Quebec in recent years.

In late April, the 30,000 BCTF members took a day out of school to study the bills, then ceased to perform any "extra" tasks, from curriculum development to marking exams. They intend to continue—with the strong support of the other provincial unions that make up the Canada Teachers Federation as well as the 60,000 members of a separate French-speaking union—until the government withdraws or substantially revises the bill.

Because of the allied wage limitation bill, other contracted workers in the province also are embarking on noncooperation campaigns.

"We're fighting for our democratic rights, for our professional rights, and for the rights of children to a good quality learning environment," says BCTF President Elsie McMurphy. "The BCTF is determined to continue as a united organization that represents and acts for all teachers in all professional and educational matters and in their employment interests."

An international assault on discrimination that began in 1979 with just seven national teachers organizations, including NEA, has broadened to take in 170 national unions. The International Committee of Educators To Combat Racism, Anti-Semitism, and Apartheid this spring passed on its responsibilities to three international teachers confederations that together represent national teachers unions on every continent.

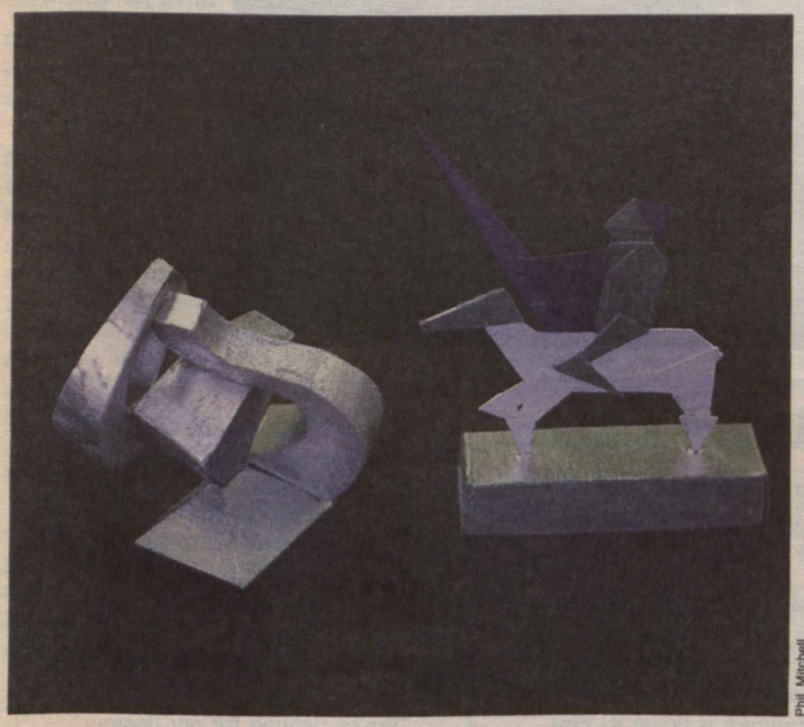
The Committee's aim has been first to help teachers and their unions become more aware of discrimination, then to encourage them to mount programs combatting discrimination—not just in school but in society as a whole. Its activities so far include international conferences with worldwide participation, held in 1980 and 1984, and compilation of an anthology on racism and anti-Semitism.

—J.P.

OFF THE SIDELINES...

Zach Ryall

Al
It's E



Phil Mitchell

Two maquettes (chipboard models) by members of Ric Todd's sculpture class for a large sculpture planned for Loy Norrix High. The knight is the school mascot; the open circle in the sculpture at left represents the challenge of lifelong learning for America's schools.

Angelina DeLuca/Candy Sousa

Understanding the Day of the Dead, a Mexican religious celebration, is one of the cultural art activities Angelina DeLuca has developed for elementary students in West Hartford, Conn.

The sign in the hall of Loy Norrix High School in Kalamazoo, Mich., leaves no room for doubt: *The Arts Are Basic to All Knowledge.*

"That's our philosophy," says art teacher Ric Todd, Association activist and 20-year teaching veteran. "Art isn't a frill. It's an integral part of human society and knowledge. Art should be an integral part of the curriculum."

Art education has seen rough times in recent years. The renewed emphasis on "the basics" has in many places sidelined art—and once sidelined, the arts and art educators become easy targets when funding is cut.

The marginalization of art has pushed art educators to reexamine their discipline and the way it's taught. Result: a call for a broader definition of what's "basic" to the education of our nation's young people. A definition that includes art as an integral part of human history and culture. One that uses art to teach the young to *see* their world and develop their visual, analytical, and problem-solving skills.

"Art education has come to its present pass because we haven't dealt with art as a discipline," says Connecticut's Angelina DeLuca. "As art educators, we've too often been guilty of teaching art as a collection of skills outside their cultural and historical context.

"We've failed to teach children that art is an important part of everyday life, in other cultures as well as our own. We've failed to relate art processes, techniques, and periods to the history, culture, science, and technology that gave rise to them—to integrate art with the rest of student learning."

Phil Mitchell

Ric Todd

DeLuca, an active Association member and art educator for 14 years, currently teaches at Whiting Lane Elementary and Conard High School in West Hartford. She also writes elementary art curriculum for the school system.

In West Hartford, as in most districts across the country, elementary students get to study with an art specialist only one hour a week. So DeLuca develops curriculum to be used by classroom as well as art teachers.

"The curriculum I write is integrated—or interdisciplinary," she explains. "I'm a closet anthropologist, so I do a lot with art and culture."

Among the fruits of DeLuca's labors are eight "artifact boxes" available to all elementary teachers in West Hartford. The boxes, which correspond to social studies units, contain artifacts and guides for teaching about art and culture in Africa, China, Mexico, and five other societies.

"We're at a crossroads in art education," says DeLuca, "moving away from the craft- and product-oriented curriculum toward one that's discipline-based. Yes, we want children to produce art. We also want to develop their abilities to look at art critically—and to use art to look at the world."

Dee Gibson isn't an art teacher—a fact that's not always clear to visitors to her classroom at Casis Elementary School in Austin, Texas.

A kindergarten teacher for most of her 25 years in the classroom, the NEA activist is teaching first grade this year.

"What do you see in this painting?" Gibson asks her assembled first graders, a large print of Whistler's Mother at hand.

"A lady," responds one.

"An old lady," adds another.

"How can you tell she's old?" Gibson asks.

"Look at her face," is the reply.

"Who might this lady be?" continues Gibson. "Someone's mother?"

"She's too old," one student opines,

...INTO THE CURRICULUM

rt: Basic

Zach Ryall

Zach Ryall

"maybe someone's grandmother."

What follows is a fairly complex discussion of the relative ages of mothers and grandmothers—and the fact that grandmothers are mothers as well. Only then does Gibson move on to the introduction of vocabulary words and analysis of the painting as planned.

"With a more advanced group I would have introduced the painting differently," Gibson explains, "done more problem-solving, more 'whys' from the beginning. But no matter what the level of the group, I start with an outline of what we should cover—the kids always take off from there."

Gibson began using art for kindergarten curriculum enrichment five years ago—quickly discovering that it helped her meet the needs of her diverse students' developmental levels. She uses discussions of paintings to introduce vocabulary, teach thinking and problem-solving skills, and encourage independent research by advanced students.

And, of course, Gibson's students get to paint—to portray their world as they see it, or as they think another artist might. Gibson keeps prints of works by famous artists in the room—making clear that all artists use something for inspiration and that it's equally valuable to copy a style or invent one of your own.

"Art is the one place in the curriculum that students get to express themselves nonverbally," says Robert Curtis, current president of the National Art Education Association and an NEA member who teaches art at Stevenson Junior High School in Westland, Mich.

"It's the one discipline that deals directly with visual literacy—the visual component of learning, which is probably the most universal mode of communication there is. We need to teach young people to be visually critical, to cope with the plethora of visual communications in today's world."

Curtis sees art as a natural place for teaching thinking skills. "In the visual arts, we teach students to take a problem and come up with their own answers. My students keep asking me the answer to an art problem. And I keep telling them, there's no one right answer.

"This is the place in school where we go beyond parroting back what's been learned," Curtis concludes. "It's where students apply what they've learned, think independently, and come up with their own answers. I'd call that pretty basic."

—Heidi Steffens

Art is an integral part of the curriculum for Dee Gibson (opposite page, top left) and her enthusiastic Austin, Texas, students (above, below, and at center).

Zach Ryall

Special Art for Special Children

Bonnie Wright

Dennis Morris

Becky, a victim of Down's syndrome, is unable to use her hands. But at the Springfield, Ill., Special Education Developmental Center, her disability doesn't keep Becky from the joy and learning of art.

Springfield Education Association member Dennis Morris, an art teacher for 21 years, has been the art specialist at SEDC for the past six. Confronted with Becky's special problem, Morris designed a sock to enable her to paint with her feet.

Rebecca Reed

The SEDC has 250 severely and profoundly and/or mentally handicapped students ranging in age from 2½ to 21. Morris's task: to use art to enrich their lives and encourage their learning.

"Special children's art has as much value as anyone's," he says, "which is a tremendous boost to these kids' self-esteem. Art also helps develop their motor skills and keeps their senses alive."

Morris has developed a myriad of art activities for SEDC students: painting in all sorts of media, making tapestries and mosaics, sensory experiences designed to use senses that might otherwise atrophy, and—for those students who are ready—instruction in rudimentary art principles.

And each spring, during the Very Special Arts Festival at the Center, Morris shares his curriculum ideas with the parents of disabled children and teachers from regular schools who work with the disabled.

"Art is important for all children," says Morris, "but for the disabled, it's an essential means for them to learn about the world."

—H.S.

ELINES...

...INTO THE C

Zach Ryall

Art: It's Basic

Angelina DeLuca/Candy Sousa

standing the Day of the Dead, a Mexican us celebration, is one of the cultural art es Angelina DeLuca has developed for ntary students in West Hartford, Conn.

are eight "artifact boxes" available to all elementary teachers in West Hartford. The boxes, which correspond to social studies units, contain artifacts and guides for teaching about art and culture in Africa, China, Mexico, and five other societies.

"We're at a crossroads in art education," says DeLuca, "moving away from the craft- and product-oriented curriculum toward one that's discipline-based. Yes, we want children to produce art. We also want to develop their abilities to look at art critically—and to use art to look at the world."

Dee Gibson isn't an art teacher—a fact that's not always clear to visitors to her classroom at Casis Elementary School in Austin, Texas.

A kindergarten teacher for most of her 25 years in the classroom, the NEA activist is teaching first grade this year.

"What do you see in this painting?" Gibson asks her assembled first graders, a large print of Whistler's Mother at hand.

"A lady," responds one.

"An old lady," adds another.

"How can you tell she's old?" Gibson asks.

"Look at her face," is the reply.

"Who might this lady be?" continues Gibson. "Someone's mother?"

"She's too old," one student opines, "maybe someone's grandmother."

What follows is a fairly complex discussion of the relative ages of mothers and grandmothers—and the fact that grandmothers are mothers as well. Only then does Gibson move on to the introduction of vocabulary words and analysis of the painting as planned.

"With a more advanced group I would have introduced the painting differently," Gibson explains, "done more problem-solving, more 'whys' from the beginning. But no matter what the level of the group, I start with an outline of what we should cover—the kids always take off from there."

Gibson began using art for kindergarten curriculum enrichment five years ago—quickly discovering that it helped her meet the needs of her diverse students' developmental levels. She uses discussions of paintings to introduce vocabulary, teach thinking and problem-solving skills, and encourage independent research by advanced students.

And, of course, Gibson's students get to paint—to portray their world as they see it, or as they think another artist might. Gibson keeps prints of works by famous artists in the room—making clear that all artists use something for inspiration and that it's equally valuable to copy a style or invent one of your own.

Zach Ryall

"Art is the one place in the curriculum that students get to express themselves nonverbally," says Robert Curtis, current president of the National Art Education Association and an NEA member who teaches art at Stevenson Junior High School in Westland, Mich.

"It's the one discipline that deals directly with visual literacy—the visual component of learning, which is probably the most universal mode of communication there is. We need to teach young people to be visually critical, to cope with the plethora of visual communications in today's world."

Curtis sees art as a natural place for teaching thinking skills. "In the visual arts, we teach students to take a problem and come up with their own answers. My students keep asking me the answer to an art problem. And I keep telling them, there's no one right answer.

"This is the place in school where we go beyond parroting back what's been learned," Curtis concludes. "It's where students apply what they've learned, think independently, and come up with their own answers. I'd call that pretty basic."

—Heidi Steffens

Blank Page
Intentionally
Inserted by
GWU
Special
Collections

RESOURCES

Free or Inexpensive

HISTORY

Anthracite People: Families, Unions, and Work, 1900-1940. John Bodnar. Gives excerpts from oral history interviews of immigrants and their children in a Pennsylvania coal mining town. 100 pp. $3.50 plus $1 postage and handling. Prepay to "Friends of the PHMC." Pennsylvania Historical and Museum Commission, Publications Sales, P.O. Box 11466, Harrisburg, PA 17108-1466.

LITERATURE / HISTORY

Aleph-Bet. Drawings by Zev Raban; verses by Levin Kipniss. A new edition of a 1923 book presenting the Hebrew alphabet and verses in Hebrew, the latter newly translated into English. 49 pp. $9.95. Adama Books/Franklin Watts, P.O. Box 1726, Danbury, CT 06816.

ENGLISH

Explorations: Introductory Activities for Literature and Composition, 7-12. Peter Smagorinsky and others. Three high school teachers describe prereading activities—*opinionnaires, scenarios, case studies, simulations*—that promote student comprehension of serious writing. 48 pp. $7.50; NCTE members, $5.75. Stock no. 16612-015. Make check payable to NCTE. ERIC Clearinghouse on Reading and Communication Skills/ National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801.

SOCIAL STUDIES

India: A Teacher's Guide. Gives background readings (with classroom activities) and reproducible student readings on topics relating to India. Grade 9-up. 120 pp. $5 plus $1.50 postage and handling. Make check payable to "Focus India." The Asia Society, 725 Park Ave., New York, NY 10021.

Human Suffering Index. Color poster 18"x 24." Statistically rates living conditions and rates of population growth in 130 countries and displays comparisons graphically on world map and in chart. Cost per copy, prepaid: 1-4 copies, $5; 5-29, $4; 30-49, $3.50; 50-200, $3. The Human Suffering Index, Population Crisis Committee, 1120 19th St., N.W., #550, Washington, DC 20036.

SCIENCE/PHOTOGRAPHY

Celebration of Nature. Color poster (with directory) contains 77 photos of plants and animals in their natural habitats. 24"x 36." $7.50 (3 for $15) postpaid. Eight smaller (18" x 24") posters depict these animals: white tiger, Bengal tiger, penguins, eagle, Chincoteague ponies, orangutan. $4 each; all eight, $22 postpaid. Sandved & Coleman, 12415 Hanger Rd., Fairfax, VA 22033.

HEALTH

Tambrands' Educational Kit. Contains a teaching guide about puberty, menstruation, and the human reproductive system; poster charts of female pelvic organs; student booklets designed for girls ages 9-14 and 15-up; plus sample Tambrands products. Free to health professionals. Tambrands, Inc., Dept. NEA, P.O. Box 7001, Lake Success, NY 11042.

CLASSROOM ORGANIZATION

Cooperative Learning: Student Teams. Robert E. Slavin. Updates the research on cooperative learning (dividing students into cooperating teams for instruction). *What Research Says to the Teacher* Series. 32 pp. 2nd ed. Stock no. 1074-4-00-D. $2.50. NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

Idea Exchange

For those who like to plan ahead, here are some back-to-school ideas. Feel free to stash them away for pulling out as the summer draws to a close.

Start the Year On the Right Note

Belmont (Mich.) fourth/fifth grade teacher Elizabeth Storey starts building classroom rapport early—by mid-August, she's sent a special "hello" letter to each of her incoming students.

The one-page note provides some personal information about Storey and what she's done over the summer, along with a friendly welcome to the year ahead. Attached to the note is a list of things the student should bring the first day of school—not just materials and supplies, but *positive attitude, willingness to try,* and *enthusiasm.*

"The students always come in the first day very excited about the letter," Storey says. "It helps break the ice between us."

Celebrate Citizenship

September 17, 1987, will be the 200th birthday of the U.S. Constitution—and to gear up for it the day before, teachers and students across the nation are invited to join a nationwide teach-in on the rights and responsibilities of U.S. citizenship.

Every elementary, middle, and high school in the country by now should have received a packet containing suggested lesson plans, interdisciplinary activities, and schoolwide programs, along with a commemorative poster and resource lists. NEA prepared many of the materials. Additional resources appear below.

President Reagan has been invited to lead the nation's 57 million students in reciting the Pledge of Allegiance on radio and TV at 1 p.m. on Sept. 16, and former Chief Justice Warren Burger has been invited to read and explain the Preamble to the Constitution.

The "Celebration of Citizenship" is the brainchild of a 14-member coalition coordinated by the American Newspaper Publishers Association Foundation.

Classroom materials to help you celebrate the bicentennial of the Constitution are available from—

American Bar Association
750 N. Lake Shore Dr.
Chicago, IL 60611

American Library Association
50 E. Huron St.
Chicago, IL 60611

Council for the Advancement of Citizenship
1 Dupont Circle, N.W.
Washington, DC 20036

Friends of Independence National Historical Park
313 Walnut St.
Philadelphia, PA 19106

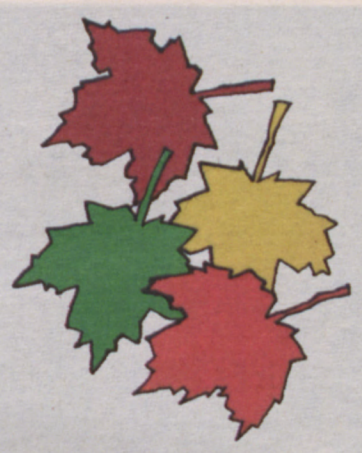
The Jefferson Foundation
1529 18th St., N.W.
Washington, DC 20036

National Conference of Christians and Jews
71 Fifth Ave., Suite 1100
New York, NY 10003

Project '87
1527 New Hampshire Ave., N.W.
Washington, DC 20036

Leave Students To Get Acquainted

Hilda Thompson of Amelia County (Va.) Elementary School has a way primary students can get better acquainted



and learn the alphabet at the same time.

Using a ditto machine, Thompson copies enough stylized autumn leaf shapes so every student can have one for everyone in the class. Each student cuts out a set of leaves, writes his or her name on each, and passes them out to the rest of the class.

Everyone then arranges his or her set of leaves alphabetically by name and pastes them onto strips of construction paper.

Thompson may use the strips of leaves to decorate the classroom, or each child may fold a strip accordion-fashion and take it home to parents as a "greeting card" from the class.

Thompson suggests using pumpkins, snowflakes, or hearts instead of leaves to do the exercise at other times of year. □

TV/Radio Tips

Colorsounds—*PBS, Mondays during June; check local listings for times.* An integrated learning system—involving music video lyrics and classroom print materials—to teach reading, phonics, and grammar. The system identifies specific learning targets in each video and then color-codes examples in the captioned lyrics. For classroom materials, contact Colorsounds, Inc., P.O. Box 3771, Austin, TX 78764-3771.

Afterschool Special—*ABC-TV, Wednesday, June 3, 4-5 p.m. ET:* "Read Between the Lines." The Harlem Globetrotters demonstrate their basketball magic and help an elderly man learn to read. This program marks the dramatic debut of Lynette Woodard, the first woman to play for the Globetrotters.

The Keeper—*National Public Radio, four consecutive Thursdays beginning June 4; check local listings for times.* Four-part series about three people who manage a zoo: a keeper, a veterinarian, and a night watchman. Based on the novel by Dale Worsley.

The Immortal Beethoven with Peter Ustinov—*PBS, Wednesday, June 10; check local listings for times.* Two-hour special presentation rich with music by the great composer.

Uncle Tom's Cabin—*SHOWTIME, Sunday, June 14, 8-10 p.m. ET.* Presentation of Harriet Beecher Stowe's classic novel. For a free viewer's guide, send a self-addressed stamped envelope to Cultural Information Service, P.O. Box 786, Madison Square Garden Station, New York, NY 10159.

Schoolbreak Special—*CBS-TV, Tuesday, June 16, 4-5 p.m. ET:* "Student Court." A popular juvenile court program makes teens responsible for their own actions and provides them with a jury of their peers. For a free teacher's guide, write to CBS, 51 W. 52nd St., New York, NY 10019.

America 2000: Literacy and Liberty (tentative title)—*ABC-TV, Saturday, July 4, 8-11 p.m. ET.* A benefit concert to aid the literacy movement, featuring popular musicians and vocalists, satellite feeds from around the country, and dramatic vignettes.

Books and Cable TV Enrich Your Life—*Arts and Entertainment channel, broadcast throughout the year; check local listings for dates and times.* Series of programs, each one dealing with a different topic—such as biography, adventure, visual arts—and suggesting related readings. Sponsored by the Library of Congress to commemorate 1987 as "The Year of the Reader." For a free list of programs and readings, write to A & E Reading List, P.O. Box 6618, Grand Central Station, New York, NY 10163-6023. □

TELEVISION

TV Good Enough To Read

A "Reading Rainbow" activities guide for teachers and parents of children ages 5-8

"Reading Rainbow," the PBS series that brings award-winning children's picture books to the TV screen, begins its fifth season this summer. The series will air 10 freshly produced shows along with 35 earlier ones.

For each 30-minute episode, "Reading Rainbow" features a book that producers say will gently challenge children's reading skills and at the same time entertain. Guest celebrities narrate the book while its illustrations appear on the screen. Host LeVar Burton makes the topic of each book come alive through travel on location or maybe a story told by animation, music video, dance, or song.

"Reading Rainbow" will air daily, Monday through Friday, from June 1 through Sept. 11. Suggested air dates for each of the 10 new episodes are listed below. Check local PBS listings for exact dates and times in your area.

The Life Cycle of the Honeybee. *June 1 and Aug. 31.* Explores where honey comes from and how it's made. LeVar visits a beekeeper and examines a beehive up close.

Activity: Have children make up this recipe for a home remedy for bee stings: Take 1 tsp. of baking soda, add water to make the mixture sticky, and apply it to the sting.

Keep the Lights Burning, Abbie. *June 2 and Sept. 1.* The true story of a brave young girl who kept her lighthouse operating during a tremendous storm. LeVar travels to a modern-day lighthouse in Maine and sails on a 100-foot schooner.

Activity: In the feature book, a young girl faces an emergency. Discuss with children emergency situations that might occur at home and describe the best way to take action.

Chickens Aren't the Only Ones. *June 3 and Sept. 2.* LeVar searches for the answer to the age-old question, "Which came first, the chicken or the egg?" Assuming the role of reporter, he visits a chicken farm. In Florida he discovers majestic loggerhead turtles emerging from the ocean to lay and bury eggs in the sand.

Activity: Ask children how many different animal species they can think of that are egg-laying (e.g., birds both wild and tame, crocodiles, turtles, snakes, lizards, dinosaurs, frogs, fish, insects).

The Paper Crane. *June 4 and Sept. 3.* LeVar celebrates Japanese culture by visiting Gasho of Japan, a restaurant in upstate New York, where he explores the ancient arts of origami and ornamental carving of vegetables.

Activity: Have children create collages by cutting figures and objects out of colored paper and pasting them onto a second sheet of paper.

The Runaway Duck. *June 5 and Sept. 4.* A funny story that chronicles the travels of Egbert the duck. LeVar visits Maryland's Chesapeake Bay to learn about waterfowl and the arts of duck carving and calling.

Activity: Toys often have histories of their own. Tell children about a family toy or item with an interesting background.

A Three Hat Day. *Aug. 24 and Sept. 7.* R.R. Pottle, III, loves hats and searches for the perfect wife—who, of course, wears the perfect hat. LeVar visits an extraordinary shop where magical hats "transport" him to such destinations as the home of the world's largest model railroad layout, a racetrack where a jockey gives him riding pointers, and Nassau Coliseum, home of the New York Islanders hockey team.

Activity: Bring some old hats from the closet or have children make hats from folded paper (three-corner pirate hats, baseball caps, party hats, crowns). Imaginations will soar as kids assume different personalities to match the hats.

Rumpelstiltskin. *Aug. 25 and Sept. 8.* The beloved fairy tale springs to life when LeVar visits a Renaissance festival in Agoura Hills, Calif., and enjoys the music, colorful crafts, and fanfare of the period.

Activity: In the fairy tale, Rumpelstiltskin turns straw into gold. In real life, children can also make changes that seem magical. Show them how to change cream to butter and ice to water, for example.

Best Friends. *Aug. 26 and Sept. 9.* This episode focuses on the importance of special relationships in life. LeVar—and viewers—learn how Seeing Eye dogs are trained.

Activity. To reinforce the importance of friendship, encourage children to take a moment to do or make something special for a favorite pal.

Meanwhile Back at the Ranch. *Aug. 27 and Sept. 10.* The story of a hilarious day in the life of a rancher's wife when her husband goes to town. LeVar gets a taste of the real Wild West when he rides a stagecoach and meets a stunt rider on the streets of old Tucson.

Activity: Like the rancher in the book, children complain of boredom at times. Have them develop an activities list that includes things they like to do—craft projects, nature walks, letter writing, etc. Keep the list handy and refer to it when boredom strikes.

My Little Island. *Aug. 28 and Sept. 11.* LeVar travels to the Caribbean for an inside look at island culture and the spectacular tropical vegetation.

Activity. At the supermarket or fruitstand, invite children to select favorite fruits. Introduce some exotic ones, and make an out-of-the-ordinary fruit salad for the next family meal. □

Lynne Brenner Ganek prepared this guide in the hope that readers will duplicate it to send home with students. A former teacher, Ganek was the original associate producer of "Reading Rainbow" and is now a consultant on children's TV.

The 1987 Reading Rainbow 'Clip & Carry' Booklist

Have this list handy when you visit the library. It includes the feature books for the 10 new "Reading Rainbow" episodes—plus books on related topics. The feature books appear in boldface type; related books in regular type. A second publisher indicates a paperback edition.

The Life Cycle of the Honeybee. Paula Z. Hogan. Raintree.
The Reason for a Flower. Ruth Heller. Grosset & Dunlap.
The Lady and the Spider. Faith McNulty. Harper & Row.
Going Buggy! Jokes About Insects. Peter and Connie Roop. Lerner.

Keep the Lights Burning, Abbie. Peter and Connie Roop. Carolrhoda; Lerner/First Avenue.
Very Last First Time. Jan Andrews. Macmillan.
The Little Red Lighthouse and the Great Gray Bridge. Hildegarde H. Swift and Lynd Ward. Harcourt.
Sailing With the Wind. Thomas Locker. Dial.

Chickens Aren't the Only Ones. Ruth Heller. Grosset & Dunlap.
Mrs. Huggins and Her Hen Hannah. Lydia Dabcovich. Dutton.
Turtle and Tortoise, from the *Animals in the Wild* series. Vincent Serventy. Raintree.
Egg to Chick. Millicent E. Selsam. Harper.

The Paper Crane. Molly Bang. Greenwillow; Morrow.
How My Parents Learned To Eat. Ina R. Friedman. Houghton Mifflin; Sandpiper.
"Paper" Through the Ages. Shaaron Cosner. Carolrhoda.
Perfect Crane. Anne Laurin. Harper.
Easy Origami. Dokuohtei Nakano, translated by Eric Kenneway. Viking/Kestrel.

The Runaway Duck. David Lyon. Lothrop, Lee & Shepard; Morrow.
Dabble Duck. Anne Leo Ellis. Harper.
The Story About Ping. Majorie Flack and Kurt Wiese. Viking/Kestrel; Puffin.
Jamaica's Find. Juanita Havill. Houghton Mifflin.

A Three Hat Day. Laura Geringer. Harper.
Caps for Sale. Esphyr Slobodkina. Harper; Harper/Trophy.
Maebelle's Suitcase. Tricia Tusa. Macmillan.
Shoes. Elizabeth Winthrop. Harper.

Rumpelstiltskin. Retold and illustrated by Paul O. Zelinsky. Dutton.
A Medieval Feast. Aliki. Crowell; Harper/Trophy.
The Story of a Castle. John S. Goodall. Macmillan.
The Sleeping Beauty. Retold and illustrated by Mercer Mayer. Macmillan.

Best Friends. Steven Kellogg. Dial.
The Story of Mrs. Lovewright and Purrless Her Cat. Lore Segal. Knopf.
A Gift for Tia Rosa. Karen T. Taha. Dillon/Gemstone.
The Puppy Who Wanted a Boy. Jane Thayer. Morrow.

Meanwhile Back at the Ranch. Trinka Hakes Noble. Dial.
Dakota Dugout. Ann Turner. Macmillan.
Bossyboots. David Cox. Crown.
Rodeo. Cheryl Walsh Bellville. Carolrhoda.

My Little Island. Frané Lessac. Lippincott; Harper/Trophy.
Yagua Days. Cruz Martel. Dial; Dial/Pied Piper.
Nicholas Bentley Stoningpot III. Ann McGovern. Holiday House.
Viking Children's World Atlas. Jacqueline Tivers and Michael Day. Viking/Kestrel; Puffin.

A complete booklist for all 45 "Reading Raibow" shows is available free from Great Plains National, P.O. Box 80669, Lincoln, NE 68501.

TECH TALK

Los Angeles Elementary School Becomes Apple of Apple's Eye

Six-year project seeks ways to make better classroom use of computers.

Take one school of 240 kindergarten through sixth grade kids and an innovative staff of eight teachers, add the research resources of the nation's largest producer of school computers, and you've got yourself an opportunity for some exciting learning.

And that's just what's happening at the Los Angeles (Calif.) Open Magnet School, where seven Apple researchers, headed by former Atari and Xerox chief scientist Alan Kay, have teamed up with teachers and students to find ways to make the computer a better classroom tool.

In an unusual corporate move, Apple is funding this innovative project, called Vivarium, for six years. Kay discovered the Open Magnet School by chance but knew right away it fit the computer giant's need for a school with a progressive curriculum, a sense of adventure, and an all-around team teaching approach—which could be followed for six years.

To get things going, Apple supplied the school with 80 Macintosh computers and related software, including MacPaint and MacWrite.

The project began in January 1986, and it's hard to say what its end products will be. But there are some hints.

Association member Judy Zaidner's fifth and sixth graders have been studying ecosystems and communities—the food cycle, carbon dioxide, oxygen, water, and the balance of nature. As part of the study, Zaidner had students focus on the life cycle of salmon, and here's where the computer made the study really come alive.

"Animating salmon going upstream is very complex, and it takes a long time to develop," says Zaidner, "but with the computer my students can see the fish move—the whole thing is completely animated."

Apple scientist Kay offers an even more sophisticated example of how the right computer software and hardware can enhance the study of marine life. Traditionally students would draw their best conception of a fish, label each part, then write a report—a workable but hardly imaginative approach.

The Apple people have a different way. Why not let the kids draw up a shark on the computer screen and set the shark into a 3-D simulated ocean?

Today's desktop computers can't do that. Apple's Kay says it took him and another expert two 16-hour days and 25 computers to create a shark swimming through the ocean. Kay thinks four or five years from now the technology will have advanced enough to allow a student to build a shark on a single desktop computer.

Project Vivarium is not just for science instruction. The intent is to apply new computer technology across the curriculum, in music, art, history, and all the rest. To that end, Apple is bringing in some help, including the Muppets and their creator Jim Henson, and animation specialist Frank Thomas, creator of the Disney character Bambi.

Vivarium has really sparked kids' interest, but their teachers are just as excited about the experience.

"Vivarium's certainly going to enhance our curriculum," says fifth and sixth grade teacher Flo Truitt, "but beyond that it's helping our students develop their problem-solving skills and learn to make the computer work for them."

Apple's Kay admits the project is somewhat open-ended and undefined. "We don't really have goals for Vivarium," he's said. "We have directions. We don't have deadlines. We have milestones."

—Edward O. Marshall

Bob Riha, Jr.

Apple's Project Vivarium chief Alan Kay with Los Angeles Open Magnet School third graders: Steven Lustig, left, Andrea Schoor, center, and Delvin Stern.

YOU AND THE LAW

The Rights Stuff

Despite a more conservative mood among many federal judges, NEA members have racked up a number of impressive court victories in the past year.

► **Consider the case of** Wyoming elementary science teacher Lois Wren. She's one of 17 teachers in the only school in Baggs, a community of 600 people. In April 1980, Wren joined nine of the other teachers in sending a letter to the Wyoming Education Association requesting a WEA investigation into 35 "concerns" about school principal Nyles Spurlock.

The school board subsequently reprimanded Spurlock for the unauthorized use of a school bus, an improper strip search of a student, and discussing students' "private lives."

Spurlock viewed Wren as the instigator of the investigation and, after the board's action, initiated a campaign of harassment that included visiting her classroom on a regular basis (sometimes several classes on a single day), imposing wholly arbitrary and eccentric rules on Wren but not other teachers, giving her an extremely negative evaluation after six years of glowing ones, and recommending that her contract not be renewed.

Kevin Graham

Wyoming's Lois Wren: vindicated.

As a result of Spurlock's repeated harassment, Wren suffered insomnia, weight loss, and clinical depression, which required a year's leave of absence. She subsequently sued Spurlock and the school district, claiming she had been harassed in retaliation for exercising her First Amendment rights.

The school district settled its part of the lawsuit by agreeing to pay Wren $125,000, and the case proceeded to trial against Spurlock alone. The jury found in favor of Wren and ordered Spurlock to pay $113,000 in compensatory and $7,500 in punitive damages. Last August the Tenth Circuit Court of Appeals upheld the judgment. Spurlock appealed to the Supreme Court, which recently declined to review the case.

► In Missouri's New Madrid County, the "crime" committed by nine teachers—an offense that precipitated their nonrenewal or involuntary reassignment—was joining NEA. Dissatisfied with representation by the Missouri State Teachers Association (MSTA), an independent group, the teachers formed the New Madrid NEA, an affiliate of Missouri NEA.

In an effort to squelch the new local, school administrators first denied the teachers' request for the same organizational privileges enjoyed by MSTA (dues checkoff, use of school mailboxes and meeting rooms, and paid trips to association conventions).

Next, when declining enrollment forced layoffs and transfers, NEA members were singled out for nonrenewal or involuntary reassignment. Fed up, the teachers sued the school board in federal court.

Declaring that school officials cannot "terminate or otherwise discriminate against employees" because they join "the union of their choice," the Eighth Circuit Court of Appeals ordered the school district to grant equal privileges to New Madrid NEA and directed the district court to hold a trial on the nine teachers' claims of retaliation.

► Linda Littlejohn's sin—a sin for which she lost her job—was obtaining a divorce.

She had taught fifth grade in Kentucky's Calloway County school system for two years when she was notified that her contract would not be renewed, despite "excellent" evaluations and her principal's strong recommendation of rehire.

Although the school superintendent gave Littlejohn no reason for her nonrenewal, he confided to her principal and to one school board member that he had made the adverse recommendation because of her recent divorce and "the image that we would present in the community." Despite this unrefuted evidence presented at trial, the district court judge ruled in favor of the school district.

The Sixth Circuit Court of Appeals reversed the decision, ruling that Littlejohn's nonrenewal was unconstitutional because it was based on the exercise of her fundamental right to terminate a marital relationship.

What lessons can be gleaned from these recent cases? For starters, the judicial system works; in each case, manifest injustice was made right. Second, good and competent teachers often lose their jobs for no good reason—or because they choose to exercise their constitutional rights. Third, it's thanks to the strong NEA legal services program that these teachers get their day in court, and the unconstitutional acts of school administrators are kept in check.

But more importantly, these cases teach a lesson in moral courage and fortitude. It takes guts—the right stuff—to sue a school board. By challenging their mistreatment, teachers in these three cases risked vilification and retaliation. But in taking that risk, they greatly enhanced the job protections of all school employees.

—Mike Simpson, NEA Office of General Counsel

People

"I just do whatever it takes to keep those children in school," says **Henrietta Heyerdahl**. But what this south Georgia school social worker does has won her the National Child Labor Committee's Lewis Hine Award and many other national and local honors.

A 27-year veteran in the Tift County schools, Association member Heyerdahl coordinates a school system fund that provides anything students need, from shoes to medical care. At holiday time she matches poor families with church and civic groups who want to help out. She persuades relatives of disrupted families to take in all the children so they won't have to be split up for foster care—and then finds sponsors to ease the financial burden.

This spring the school board approved Heyerdahl's proposal for a center for pregnant students, where she'll be spending much of her time next year.

"It's not the highest rate in the state," she says, "but 48 pregnancies at once among 7,200 students is still too many. We want to help the girls have healthy babies, take good care of those babies, and finish school without having any more babies." □

Herb Pilcher

Bill Waugh

Animals can't speak for themselves, but Bradford, Ohio, special ed teacher **Larry Brown** speaks for them.

Brown writes a monthly column called "Through Their Eyes" for the local newspaper. He's sponsored schoolwide Be Kind to Animals Week observances at Bradford High and recently cooked a vegetarian staff lunch for "meat out" day.

"My dream is that some day all teacher certification programs will include humane education training," he says.

Brown speaks to community and church groups, makes guest appearances on radio talk shows, and writes and performs songs about animal rights. He's even created a board game on the subject.

Brown and his wife, Cherie Beck, who teaches fourth grade, live in an 1850s farmhouse with nine cats, two dogs, a duck, and a goose. "I find it difficult to refuse a homeless animal," Brown explains. □

Lillian Matthews must don several hats each day as a school security officer at Trenton (N.J.) Central High School. To some students she's a friend, to others a psychologist; occasionally she's a part-time mother and father.

But to all 2,800 students, Matthews and the 14 other security officers at the school are symbols of order and authority.

A veteran of 17 years as a security officer, Matthews often must face the down side of urban education. She has to deal with drug pushers, alcohol and drug users, and street gangs. Her high school covers nearly a square mile of ground and even has its own police station inside.

But Matthews likes—as the song says—to accentuate the positive. And the positive to her is the majority of Trenton Central High kids who make it to graduation day.

"When I see kids I've helped, walking down the aisle to get their diplomas, that's what makes it all worthwhile," Matthews says. "That's when I feel I've accomplished something." □

Keith Glasgow

Joe Di Dio

The pageantry and competition of the international Olympic games lure us all, but perhaps no one as much as Maryland physical education teacher **Gene Wilson**—one of five Americans selected to attend this year's International Olympic Academy in Greece.

In 1984 this Frederick County High School teacher used his knowledge of the Olympic games to sponsor a districtwide student Olympic Festival of Arts. He'll do so again in 1988. Some 26,000 students in the county's 45 schools will participate in the all-day event.

Industrial arts students will make chariots, science classes will study nutrition, social studies students will debate game issues, art students will create flags of participating nations, and math classes will work with metrics. All county students will be eligible to enter an essay contest about the Olympics—a competition that Wilson hopes to extend nationwide.

"Modern Olympics founder Pierre DeCoubertin was so right," notes Wilson. "He said these games give everyone an opportunity to take part. And that's what is important—not winning or losing." □

Your NEA

SETTING POLICY

California, Here We Come

More than 7,000 elected delegates from across the country will descend on the Los Angeles Convention Center July 2-5 for the 1987 NEA Representative Assembly (RA).

The delegates will represent all branches of the NEA family—teachers, support staff, administrators, higher education faculty, student members, retirees. Together, they'll set the Association's course for the coming year.

As always, the eight business meetings of the RA will culminate an annual meeting that encompasses many other activities. Theme of the 1987 meeting is "Invest in America: Support Public Education."

Among the highlights: presentation of NEA's 1987 "Friend of Education" award to the person deemed to have contributed most in the past year to the nation's schools, and a July 4 activity to honor the bicentennial of the U.S. Constitution.

A special exhibit area—"Constitution Corner"—will feature the work of a dozen national organizations. Classroom materials produced by NEA and the Commission on the Bicentennial of the U.S. will be available to delegates, and representatives from groups working with schools on bicentennial projects will be on hand to distribute information and share ideas.

Pre-RA meetings include the NEA Student Program Leadership Conference, June 26-28; the NEA-Retired meeting, June 27-28; and the Joint Conference on the Concerns of Minorities and Women, June 27-28.

Edmund Muskie, former Secretary of State and member of the Tower Commission, will speak at the NEA Instruction and Professional Development Conference on June 29. Theme of that conference will be "The Mission of Democratic Schooling: The Commitment, Crisis, and Challenge."

Information on all preconvention conferences is included in an official packet now in the mail to delegates. For further details, contact the NEA Office of Convention and Management (202/822-7777.)

Disabled delegates who will need special services or equipment should contact the same office immediately. □

Ready, Set, Run!

Hundreds of RA delegates will be "running for office" on June 30 in Los Angeles. If you're a delegate, practice those push-ups and pack your running shoes! If you *won't* be in Los Angeles, please be generous in the weeks ahead when your friendly local delegate asks you for a contribution to support his or her run. Entry fees for the various races must be collected *before* the RA from NEA members, families, and friends, in the form of contributions to NEA's political action arm (NEA-PAC).

The more money each participant raises, the higher the "office" he or she is eligible to run for. ("Presidential" contenders must raise $800 or more; Senate contenders, $600-$799; Representative, $400-599; campaign manager, $200-$399; field coordinator, $16-$199; and precinct captain, $15).

There'll be a 5-kilometer road race for serious runners, as well as a one-mile race/walk for serious sprinters and those who prefer a more leisurely pace. There'll be a wheelchair category for each race. For the first time this year, there'll also be a special group category for any 12 runners in the one-mile race, with competition in three categories: state legislature, for groups raising $1,500 or more; city council, $750-$1,499; and school board, $180-749.

Additional prizes will be presented by age and gender. State delegations raising the most money and turning out the highest percentage of delegates to run will win special awards. □

LOOKING BACK

► Geography does indeed seem to be making a comeback ("Putting Geography Back on the Map," March 1986). A few states—including California and South Dakota—have recently implemented geography requirements for high school graduation. And the National Geographic Society, which has budgeted $4 million to improve geographic education, is now gearing up for its second annual Summer Geographic Institute, to be held in Washington, D.C. Some 60 high school teachers from across the country who are selected to attend will learn how to teach geography more effectively. In return, they must agree to give at least three geographic methods workshops to colleagues back home.

Studio One

► The 150 juniors and seniors at Teutopolis (Ill.) High School, who last year made a video to promote the sale of quality music products ("People," Oct. 1986), are receiving national recognition. In April, the group appeared on NBC-TV's "Main Street," a news program for teens. During a June visit to Washington, D.C., they'll perform on the Ellipse, an outdoor area near the White House.

School band director Craig Lindvahl, who leads the group, reports that requests to use the video have come from student groups and community organizations in 35 states.

► The controversy over seat belts for school buses continues ("Debate," April 1985). The National Transportation Safety Board, in a study of school bus accidents occuring between August 1983 and March 1986, has now concluded that school bus rider deaths would not have been prevented, nor would "serious or worse" injuries have been avoided if passenger restraints had been used. The report does, however, recommend seat belts for school bus drivers, who operate in "a more hostile [accident] environment" than their passengers, and whose control of the bus can determine accident severity. □

MAKING NEWS

Eleven teachers-to-be from colleges around the country are vying for top prizes in NEA's fifth annual National Student Teaching Competition. Chosen on the basis of videotapes of their teaching skills, the finalists will be judged by practicing teachers as they each present a half-hour lesson to students in suburban Washington, D.C. The two top winners—one in elementary education, one in secondary—will each receive $2,500; the two runners-up, $1,250.

Finalists are **Shaun Brumbaugh**, Slippery Rock (Pa.) University; **Andrea Cefali**, Salem (Mass.) State College; **Mary Greco**, Georgia State University at Atlanta; **Bill Hallinan**, Carroll College, Helena, Mont.; **Madeline Howard**, University of Arkansas at Monticello; **Heidi Ilsen**, University of Arizona at Tucson; **Reann Kaley**, University of Missouri at Columbia; **Jeanette Nemick**, University of Southern Colorado at Pueblo; **Jola Sifford**, Moorhead (Minn.) State University; **Robin VanBelle**, California State College at Bakersfield; and **Kellie Wilfong**, Xavier College, Cincinnati, Ohio...

NEA, the National Association of Secondary School Principals, and *USA Today* have selected the first All-USA Academic Team, recognizing the 20 best high school students in America for outstanding intellectual accomplishment. Second and third teams were also chosen. More than 1,600 students were nominated by their teachers and principals.

Members of the first team are **Alison Begleiter**, Half Hollow Hills East High, Dix Hills, N.Y.; **Christine Burrows**, Villa Walsh Academy, Morristown, N.J.; **Louise Chang**, University of Chicago Lab School, Chicago, Ill.; **Teresa Chen**, Shaker High, Latham, N.Y.; **David Cohen**, South Kingstown High, Wakefield, R.I.; **Gretchen Cowman**, Killian High, Miami, Fla.; **Zayd Eldadah**, Rockville (Md.) High; **Laura Hengehold**, Alter High, Kettering, Ohio; **Stephen Hise**, Central High, Davenport, Iowa; **Brian Hooker**, Benjamin Mays High, Atlanta, Ga.; **Derek Lundberg**, Downers Grove (Ill.) South High; **Yu-Shen Ng**, Palos Verdes (Calif.) High; **Edward Pallesen**, Southeast High, Lincoln, Neb.; **Stephen Racunas**, Valley Senior High, New Kensington, Pa.; **Katherine Shaver**, Shadow Mountain High, Phoenix, Ariz.; **Christine Stoffel**, Bettendorf (Iowa) High; **Muneesh Tewari**, Cass Technical High, Detroit, Mich.; **Frank Tota**, Patrick Henry High, Roanoke, Va.; **Jody White**, Melbourne (Fla.) High; and **Kathryn Wooten**, Strom Thurmond High, Johnston, S.C. □

SEEKING OFFICE

RA To Elect NEA Leaders

Delegates to the 1987 Representative Assembly will elect the NEA president, vice-president, and two Executive Committee members. The president and vice-president will serve two-year terms beginning Sept. 1, 1987; the two Executive Committee members will serve three-year terms beginning the same date. Here are the candidates who filed for office and submitted statements by April 1, 1987. Candidates for each office appear in the order in which they filed.

For President

Mary Hatwood Futrell

Mary Hatwood Futrell is seeking reelection as NEA president. A veteran of 24 years in teaching, she is on leave from her position as a junior high school business education teacher in Alexandria, Virginia.

During her service as NEA president, the Association has strengthened its role in addressing such issues as the professionalization of teaching, restructuring schools, advocacy of member rights as well as civil and human rights, improved working conditions, and increased funding for public education.

Serving as NEA president for the last four years, Mary has worked to build a broader coalition of support among parents, the media, education, labor, and political organizations toward the goal of strengthening equity and excellence in our public schools for all of America's children.

For Vice-President

Keith Geiger

The renewed interest in public schools during the past several years has made our opportunity to improve salaries and working conditions for our members and the learning environment for the students in our classrooms even more attainable. The demand for expertise and leadership in human and civil rights, bargaining, political action, and instruction has never been greater.

In recent years the NEA has become the true leader in public education. I welcome the many challenges that are ahead, and I look forward to a continued role as part of this leadership team.

My years as a classroom teacher, local and state Association leader, and as your vice-president have convinced me that working together we can continue to be a strong force for positive changes in our public schools.

Jim Lewis

America's public schools are the cornerstone of our pluralistic society and deserve the respect and support of this nation.

People who teach and work in schools have the future of America in their hands. This responsibility demands advocacy for our members' rights and our students' opportunities.

We must control our profession so there is no question in the minds of parents or the public of our desire for professional excellence. Teaching must be viewed as prestigious in its own right, and working with students must be viewed as the highest of callings.

In order for NEA to meet these challenges, our leaders must listen, learn, and translate members' concerns into action. I want to serve you as NEA vice-president, and I need your vote.

For Executive Committee (two seats)

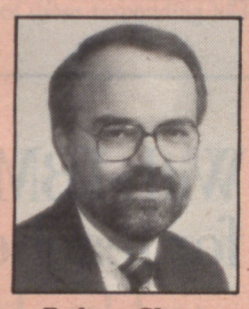
Leon Horne

Leon Horne is a teacher leader, organizer, negotiator, and member advocate at all levels. Leon has experience in nearly every Association area from faculty representative to NEA Program and Budget Committee.

At the national level, Leon sees three important challenges facing NEA members. We must significantly improve salaries and benefits to our members, insure equity and excellence in the classrooms of America, and organize and recruit members into NEA to build the base to achieve our goals.

Leon has traveled around the country listening to your concerns about the direction of our organization. He has worked with many of you in training sessions and at national conferences.

Leon Horne is a leader who pledges to help us make our vision reality.



Robert Chase

When first elected to this position, I made two promises. First, that I would always be available, and second, that I would always be open about my positions on the issues. I believe that I have fulfilled these promises.

During the last three years we have successfully responded to more challenges and attacks than in any period in our history. Future challenges will include the professional issues of certification, licensure, evaluation, and the preservation and enhancement of human and civil rights. As we seek solutions to these issues, we must not abandon our commitment to every member for improvement of compensation, working conditions, dignity, and self-worth.

We must not allow ourselves to be indifferent. We must be bold, innovative, creative, and willing to take risks.

Edith Swanson

I believe the National Education Association must actively promote its goals for excellence. In today's climate of national educational reform, it is vitally important that our professional recommendations are included in the emerging educational practices and policies of our nation's public schools.

As professional educators, we are well prepared to offer leadership and direction to the development of national instructional programs. Our expertise must be utilized in this arena.

I believe it's our responsibility to support professional activities necessary to attain our educational excellence goals.

In my experiences as a local, state, and national leader, I have addressed today's problems and worked for solutions.

I welcome the opportunity to serve you as a member of the NEA Executive Committee.

ADVERTISEMENT

Get 2 FREE Gifts Just for Trying the *GradeMatic 100™*

As a special end-of-the-year bonus, you can now get a FREE credit-card calculator and a FREE GradeMatic GradeBook™ just for trying the amazing *GradeMatic 100* grading calculator.

The *GradeMatic 100* puts an end to tedious grade averaging and will save you hours upon hours of time each marking period.

With the touch of few buttons it instantly averages **letter grades *and* numeric scores**—*and even times tests.*

What's more, the calculator automatically keeps Class Average and handles up to 99 grades per student and 99 students per class. And much, much more.

It also works as regular math calculator and comes with easy instructions, 1-Year Warranty, long-life batteries, auto shut-off, and sturdy vinyl case. Measures 2-3/4x5-1/4x1/4".

Best of all, you get a full 2 weeks to make sure the *GradeMatic 100* is right for you. Because if for any reason you don't like it, simply return it for a full refund ***—and keep the two FREE gifts!***

This is a limited-time offer so order yours right now!

(Clip & Mail Today!)

☐ YES! Please rush me the following order *and be sure to include my 2 Free gifts!*

Qty.	Product	Price	Shpg.	Total
	GradeMatic 100™	$39.95	$3.50	
	Leather Case ☐Brown ☐Burgdy.	$10.00	—	
	Gold Initials [ ][ ][ ]	$1 ea. initial		

CA 6% tax _____
TOTAL _____

Call Toll Free Anytime 1-800-854-8075 (In Calif., 1-800-231-0546)

Name _____
Address _____
City _____ State____
Zip Code _____
☐ Check encl. for entire amt. of order, including 6% tax if you live in Calif.
☐ VISA ☐ MasterCard ☐ Am/Exp
Acct# _____ Exp. __/__
Sign Here _____ NEA-6/87

Mail to: ***Calculated Industries** • 2010 N. Tustin, #B • Orange • CA 92665 • (714) 921-1800*

BOOK BEAT

A Different Childhood

Americans are looking overseas these days for alternative models of education. In *The Japanese Educational Challenge*, a book that's garnered a lot of press attention, author Merry White describes the differences between Japanese and American education and the cultures that shape the two systems. She also examines the possibility that the Japanese approach could be adapted here.

White's conclusion is mixed: Japanese education is *modern* but not *Western*. In Japan "life is the life of the group first and foremost." In the West the individual comes first. So the modern world offers a variety of modes of child-rearing and education—"a diversity of possibilities for the development of children." White thinks we Americans cannot adapt Japanese practices unless they're compatible with our values. Basically, we should teach "by our own lights and traditions," but do a better job of it than we do now.

THE JAPANESE EDUCATIONAL CHALLENGE: A Commitment To Children

by Merry White

(Macmillan, 210 pp. $18.95)

Merry White brings to her discussion of Japan some 25 years of study, which began with an undergraduate thesis on the relationship between Japanese students and teachers. She is now director of international education at the Harvard Graduate School of Education and administrator of Harvard's East Asian Studies program.

As a student of Japanese culture, White has met many Japanese here and in Japan. They are the subjects of the anecdotes and vignettes she uses to illustrate her points, making her book a joy to read.

White begins *The Japanese Educational Challenge* by giving an overview of the place of education in Japanese culture—characterizing Japan as an "entire nation mobilized behind children and their education."

Key to that mobilization are Japanese women. White describes their extraordinary role (the italics are hers): "*The central human relationship in Japanese culture is between mother and child.*"

Later she explains the effect on education: "An overwhelming majority of Japanese mothers give up their own chances for a career or for outside employment during the years their children are in school." What do Japanese mothers do for their children? Essentially they *coach* them at home in intellectual and academic tasks from infancy through high school. This makes a big difference in how much and how well Japanese children learn.

The author describes the role of Japanese teachers as well. As most American teachers know, their Japanese counterparts are more highly respected—and more highly paid. But Japan's teachers also have an impact on education policy unlike anything known here.

For instance, the Japan Teachers' Union has a strong position in favor of egalitarianism. This is a major reason why children in Japan are assumed to have equal—and high—potential for schoolwork. Egalitarianism complements the family's hope that school will prepare their child for success in the world of work.

Similarly, Americans know that Japanese children are well disciplined. But it's not so well known that Japanese classrooms—especially at the elementary level—are likely to be full of noisy children calling out answers to questions. White explains the apparent incongruity: *external* discipline is mostly absent in Japanese classrooms. What takes its place is "high energy engagement fostered by parents, teachers, and society at large." In other words, the coaching, the high expectations, the sheer effort— all pay off in a general level of intensity exhibited in the U.S. only by youngsters aspiring to be athletes and musicians.

Reflecting on some of the reasons why Americans are not likely to import Japanese-style schooling wholesale, White remarks, "We can never expect Western mothers to dedicate their lives to helping their children stay afloat in an educational system such as the Japanese have."

As a Japanese-born and -educated mother of two American children (ages 13 and 4), and as a public high school teacher in the United States, I've been in a good position to see the differences in child-rearing. One trait that's common among Japanese children—which we could help our American children develop—is patience.

I recommend this book to K-12 teachers and school administrators, as well as to mothers—and mothers-to-be.

Reviewed by Association member Yuriko Uchiyama Rollins of northern Virginia. Rollins teaches Japanese at Thomas Jefferson High School for Science and Technology, a Fairfax County "high tech" school featured in the March 1987 NEA Today.

ADVERTISEMENT

With IBM, there's a practical way for teachers to be everywhere at once.

YOU AND YOUR RETIREMENT

Pension Portability: A Start

Congress has begun at last to talk about some long overdue reforms in employee pension plans.

Reps. Augustus Hawkins (D-Calif.), James Jeffords (R-Vt.), William Clay (D-Mo.), and Marge Roukema (R-N.J.) are cosponsoring a bill known as the Pension Portability Act of 1987 (H.R. 1961). Hearings on it are under way in the House Education and Labor Committee's Labor-Management Subcommittee as we go to press.

If passed and signed into law, the bill would enhance pension investment choices for employees who withdraw their retirement contributions prior to retirement. It would allow such employees to "shelter" their withdrawn contributions from federal income tax by placing them in pension investments similar to an Individual Retirement Account. There the interest these funds have already accumulated, plus all future interest, would be tax-free until the funds are withdrawn.

Under present law, employees who pull out their pension contributions before retirement must pay taxes on any interest the funds have generated—and if they reinvest these funds elsewhere, may have to pay taxes on any subsequent interest.

"We welcome H.R. 1961 as a start in the right direction," says NEA Government Relations Director Ken Melley, "but we believe there is a desperate need for more sweeping legislation that would allow educators to change employment across state lines without losing retirement benefits. True portability of pension rights and benefits has been on NEA's legislative agenda for more than 15 years."

Teachers need to be mobile in order to prevent serious teacher shortages or surpluses in given districts and to take advantage of higher wage offers elsewhere. But moving across state boundaries to a new job has long been a problem, primarily because of loss of retirement benefits.

Educators leaving one retirement system for another generally can't use their time in the old system to qualify for vesting in the new system. The length of service needed for vesting often means employees get trapped in the system once they're vested, because they can't afford to start all over again elsewhere.

NEA conducted a member survey last December to determine the extent of the pension portability problem. Over 25 percent of those responding had taught school outside the state where they currently teach. Of these, almost 71.4 percent had lost retirement credit for their out-of-state service.

Of those who lost service credit, 64.5 percent lost up to five years' credit, 26.8 percent lost from five to nine years', and 8.7 percent lost over 10 years'.

"Clearly, this is a substantial burden borne by teachers—and a significant disincentive for members of the profession to move to another state," Melley says. "It's high time all teachers were able to gain credit for past service."

The Pension Portability Act does nothing to address the loss of service credit or several other significant barriers to employee mobility, including the length of time it takes for employees to become vested in certain systems, the loss of employer contributions when employees withdraw their contributions prior to retirement, the lack of minimum reporting, disclosure, and fiduciary standards for public pensions, and the lack of uniformity in terminology and benefits between systems.

Passage of legislation to provide portability of pensions remains a high priority for NEA. Association lobbyists will be monitoring the progress of the Pension Portability Act and working with Congress to improve its provisions.

"We hope that Congress will address each issue that concerns us," Melley says. "It's time to provide educators the kind of pension security, stability, and mobility they need and deserve."

—Marian Clayton

Nearing Retirement?

Are you planning to retire this year—or within the next few years? NEA-Retired members have some advice for you: "Retire from your position but not from your profession. Continue your NEA involvement."

Joining the ranks of thousands of NEA-Retired members is the perfect way to ensure that your views continue to be heard on issues that really matter to you: quality public education, health care, Medicare, Social Security, and public employee retirement systems.

And becoming an NEA-R member lets you continue to receive many of the same benefits as your active colleagues, including valuable NEA special service programs.

Joining NEA-R as a lifetime member *before* you retire brings you an excellent set of retirement planning publications to help make your retirement years more rewarding.

For complete information about NEA-Retired, write to Vade Bolton, NEA Affiliate Services, 1201 16th St., N.W., Washington, DC 20036. □

With an IBM network, teachers are discovering how to do the impossible: deliver quality, individual instruction to every student.

It's possible because while students are working with a tool that is infinitely patient, the new IBM Personal System/2,™ teachers are free to evaluate student progress and help when a need arises.

The network gives students easy access to courseware from IBM and hundreds of other sources. With IBM's courseware, the system keeps a record of student progress, and notes where each pupil leaves off at the end of a session. It can help pinpoint areas of difficulty by telling the teacher how much time is spent on each task.

Through a new Local Area Network licensing agreement, IBM courseware may be acquired for a substantial discount.

In addition, IBM provides training for your coordinator on the network.

Even if you purchase just a few computers each year, why not look at IBM equipment that can become part of an integrated network?

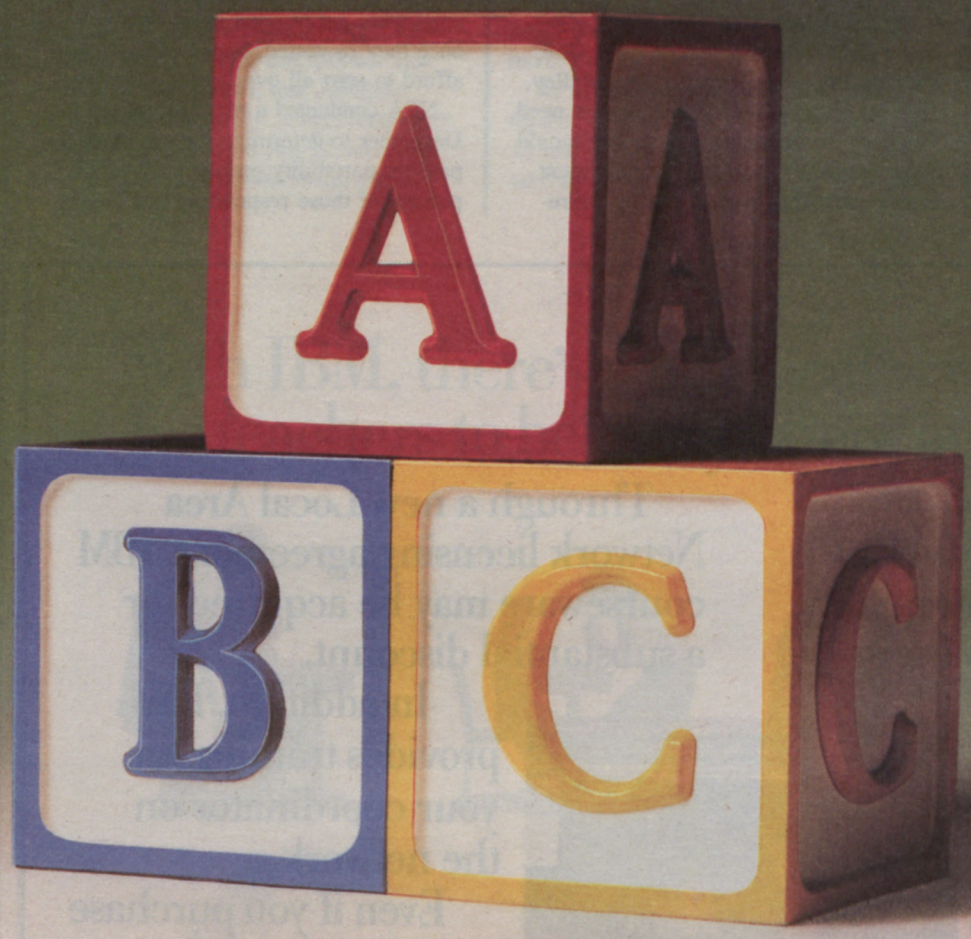
Everyone expects teachers to perform miracles. To find out how to make that a little more possible, call 1-800-IBM-2468. Or write to us at Dept. 6, 101 Paragon Drive, Montvale, NJ 07645, for more information.

IBM®

©Copyright IBM Corporation 1987

NEW LOWER RATE SCHEDULES!

Applying for NEA Life Insurance is as easy as ABC.



All you have to do is fill out a simple enrollment form. There is no medical exam required to receive complete family protection for you, your spouse and your dependent children.

Benefits include a wide range of features developed exclusively for NEA members. You get coverage at no cost during total disability (see brochure for details), a convenient Automatic Monthly Contribution Option and our special new lower rate schedules. And now, all participants who are under age 62 and are not retired will also receive Annual Bonus Coverage—$100 of *extra life insurance* at no cost for every year of continuous NEA Life coverage (up to $2,500)!

Coverage is available from $10,000 to $200,000 depending on your age. And NEA Life is decreasing group term insurance, so benefit amounts are higher in the younger years when family responsibilities tend to be greatest. Call NEA Special Services toll-free, 1-800-637-4636 (in Maryland, 1-800-852-4636) or send in the coupon today for information and an enrollment form on NEA Life Insurance—affordable protection from your Association.

Underwritten by:
The Prudential
The Prudential Insurance Company of America
Licensed in all states
Principal offices in Newark, New Jersey

UNIFIED SPECIAL SERVICES
NEA...Working for you

NEA Life Insurance.
Custom-made for Association members.

T-6-87

☐ Yes! Please send me the ABC's of NEA Life Insurance. I'd like an easy enrollment form and complete information about your new lower rate schedules, Annual Bonus Coverage, and all your "members-only" benefits.

NAME: _____

ADDRESS: _____ APT #: _____

CITY: _____ STATE: _____ ZIP: _____

PHONE: ( ) _____

SOCIAL SECURITY # (optional): _____

10

Mail to: **NEA Special Services Response Center**
51 Monroe Street, Suite 200, Rockville, Maryland 20850

PERSONALLY SPEAKING

How Safe Is Your Home?

Tips for protecting your family from—

Impure Water

Reports of communities plagued by problems with their drinking water are becoming standard newspaper fare. Like many people, you've probably wondered how safe the water your family drinks really is.

If your water is supplied by a public utility, call and ask them what their procedures for testing are. To be accurate, a test must be made on water taken from your tap, since the pipes themselves can be a source of pollution.

Ask for a copy of the analysis of your water, and compare it with the minimum standards set by the Environmental Protection Agency. You may have to pay a fee for this service.

If your water comes from a private well, contact your local health department to see what tests they can perform. You may have to pay a private lab to do a complete analysis—something that can cost several hundred dollars.

If your community has experienced some concern about its water, beware of door-to-door salespeople who contact you offering to analyze your water for a small fee. This scam is growing in popularity; your sample gets poured down the drain, and you get a bogus report. Check the references of any lab carefully.

Impurities revealed by testing fall into three categories: physical, biological, and chemical. Physical impurities, such as soil or clay, are a nuisance but pose the least risk. Biological impurities are more dangerous but can be remedied by boiling your drinking water. If you use well water, it may be possible to disinfect the well.

Chemical impurities are the toughest to solve. If your plumbing is causing the pollution, the solution could be expensive. If the chemicals are in the water supply itself, it may be impossible to correct.

How good are water filters? They can help, but many of the most dangerous chemical impurities pass right through. Also, unless the filters are changed regularly, they can actually serve as a breeding place for bacteria, making matters worse. □

Food-Borne Illnesses

If the only time you worry about food poisoning is when you consider the potato salad at a picnic, you could be in for trouble. Cases of food poisoning seem to be on the rise, due in part to the hectic meal schedules of two-career couples and the trend toward lighter, less-cooked foods.

Another more ominous factor may be the widespread use of antibiotics in animal feed, which has created outbreaks of "super bugs" in several parts of the country.

"Food poisoning" is a generic term that covers a variety of food-borne illnesses. In true food poisoning, or food intoxication, organisms growing in the food create harmful toxins. Some toxins can survive levels of heat that kill the organism itself.

Food infection, on the other hand, is caused by bacteria carried by the food but that grow in the human body. Infected food may be dangerous even if it's served right away. Often it doesn't smell or taste bad.

Fortunately, using some commonsense precautions can greatly reduce the risk of contaminated food.

► *Storage*. Keep cold foods cold and hot foods hot. Bacteria grow best between 45° and 140° F. Leaving perishable foods at this temperature for more than two hours is asking for trouble. Don't leave frozen meat on the counter to thaw all day; bacteria can grow on the outside even while the inside is still frozen.

Another potential danger comes from putting a large pot of warm soup or stew in the refrigerator, since it can take several hours before the contents cool sufficiently to be safe. Large amounts of warm food should be divided among several small containers for quicker cooling.

A particularly deadly form of food poisoning, botulism, thrives in airtight containers. Throw out any can that bulges or leaks, and if you can your own vegetables at home, follow the instructions carefully. Never taste suspicious canned goods—the botulism toxin is so deadly that just eight ounces could probably kill the earth's entire population!

► *Handling*. Most food is infected by sloppy handling. Always wash your hands before preparing a meal, since staph germs are commonly carried on the skin. Wear gloves if you have a skin infection, boil, or pimple.

Raw meats, especially poultry, often carry salmonella. Cooking will kill the organisms in the meat, but the germs can be spread by utensils, cutting boards, and towels to foods served raw. Wash your work surface with hot, soapy water after preparing any raw meats. When cooking outdoors, don't serve from the same plate that you used to carry the raw meat to the grill.

► *Cooking*. Cook meats thoroughly, especially poultry. Most meats should be cooked to an internal temperature of at least 165° and poultry to at least 185°. Don't interrupt the cooking time, and reheat leftovers thoroughly. Bring gravies and soups to a boil for one minute before serving. □

Poisonous Products

Is your home poison-proof? The poisonous products listed at right are all potential hazards; the most dangerous ones are underlined. All should be kept under lock and key, or out of the reach of children.

If your child should swallow any of these materials, call your doctor or the poison information center nearest you *immediately*.

Here are 9 other 'do's' that could save your child's life:

1. Do read and heed labels and precautionary statements on containers.
2. Do dispose of unused portions and empty containers.
3. Do avoid taking products out of original containers.
4. Do avoid putting harmful substances into food or drink containers, such as storing gasoline in Coke bottles.
5. Do avoid leaving children alone, especially where potentially harmful substances are accessible, e.g., the kitchen or bathroom.
6. Do recognize that children are curious about things and learn to climb at very young ages.
7. Do avoid keeping edibles and nonedibles on the same shelf.
8. Do avoid calling any medicines 'candy.'
9. Do train your children to stay away from storage areas and medicine cabinets. □

ATTICS, CLOSETS, STORAGE PLACES

rat poison
ant poison
insecticides
moth balls

BEDROOM

sleeping drugs
tranquilizers
other drugs
jewelry cleaner
cosmetics
perfume
after-shave lotion
cologne

BATHROOM

aspirin
drain cleaners or lye
all drugs and pills
shampoo, wave lotion, hair sprays
hand lotion
creams
nail polish and nail polish remover
suntan lotion
deodorants
shaving lotions
toilet bowl cleaners
hair remover
pine oil and bath oil
rubbing alcohol
boric acid
room deodorizer

KITCHEN

aspirin
drain cleaners
furniture polish
oven cleaner
automatic dishwasher detergent
powder and liquid detergents
cleansers and scouring powders
metal cleaners
ammonia
rust remover
carpet and upholstery cleaners
bleach
vitamins

GARAGE, BASEMENT

lye
kerosene
pesticides
gasoline
lighter fluids
turpentine
paint remover and thinner
anti-freeze
paint
weed killers
fertilizers

Microwave Oven Hazards

Microwave ovens have become absolute necessities in the eyes of many busy people. Still, there are those mistrustful of anything that involves "radiation."

If it puts your mind at rest, there has never been a documented case of radiation injury related to microwave ovens—when the appliances were properly maintained and operated. To be sure your microwave stays safe, follow these precautions:

► When installing a new oven, check for evidence of shipping damage. If anything looks broken, don't use the oven.

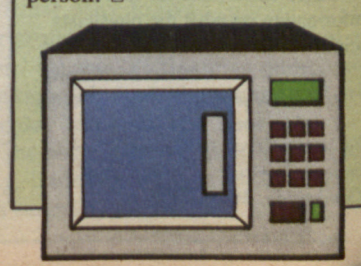
► Never insert objects through the door seal.

► Never tamper with or inactivate the safety locks that prevent the oven from operating with the door open.

► Clean the interior of your oven regularly. Grease buildup around the door seals is a major cause of radiation leakage.

► Never operate an empty oven.

► If your oven is dropped, damaged, or suffers a food fire, do not use until it's been checked by a qualified service person. □



Letters

Corporal Punishment

As one of his reasons for supporting corporal punishment in the schools ("Debate," May), Charles Payne cites the conservative trend our country is taking. I wonder if he realizes that this same trend is largely responsible for the frustration, despair, anger, and sense of hopelessness that are found in all too many of our schools, especially those in parts of the country where poverty, crumbling buildings, rescue missions, and the homeless are familiar scenes.

Corporal punishment is not going to do anything in these areas except increase the anger and hurt children already feel—and serve as a shibboleth for those who do not want to support badly needed social programs.

Michael P. Chew
APO New York

The debate on corporal punishment demonstrates Charles Payne's and Betty MacNeal's abilities to implement a method of discipline that is effective for each of them. No one should be allowed to criticize a method that yields productive results.

Teachers are highly trained individuals who possess the ability to use logic and should be allowed to do so without interference from others with different beliefs.

Personally, I strongly agree with Payne, but I don't condemn MacNeal. The only point I have difficulty with is that MacNeal has omitted an alternative and disallows parents' right to have freedom of choice concerning their own children. Tying educators' hands won't solve educational problems.

Glenn E. Pitts
Stockton, California

Strategic Information

The May article on the Strategic Defense Initiative ("The Physicists vs. the Politicians") gave me a clearer idea of what the proposal means, in scientific *and* economic terms. In fact, I'd like to get some materials on the SDI debate for my classes next year.

Where can I write for more information on what the physicists think?

Miksa Mechlowitz
Warrington, Pennsylvania

Ed. note: Try the Union of Concerned Scientists, 26 Church St., Cambridge, MA 02238.

Ohio Lottery and National Spelling Bee Respond to Recent Coverage

As marketing director of the Ohio lottery, I feel a need to respond to Carol Dolgosh's comments on the Ohio lottery in your April debate ("Should state lottery money be used to fund education?").

Ms. Dolgosh: "Most Ohioans who play—but don't win...." *Comment:* In any of our instant games, on the average there are more than *15 million winners*. For the big jackpot games, there are in excess of *6,000 winners* in each weekly drawing.

Ms. D.: "The feeling is that although some lucky individuals are winning a million dollars or more, with so much money being pumped into all the weekly and daily drawings, there should be more than enough money left over to fund education." *Comment:* We at the lottery have tried to position ourselves as a form of entertainment and a contributor to—but not the primary funder of—education.

Ms. D.: "Statistically, those who play the lottery most often are those who can least afford it...." *Comment:* Research indicates that the average income of the lottery player is between $15,000 and $30,000—and that dollars used for playing the lottery are discretionary dollars.

Ms. D.: "When lottery profits have been allocated to local districts, the money has been earmarked for specific items...." *Comment:* By law, the Ohio lottery is required to return 30 percent of all sales to the state for the support of education. Every two years, the lottery commits to the Ohio General Assembly a dollar amount that can be counted on as part of the state's education budget for the following two years. Any dollars that exceed the commitment are considered to be "excess" lottery profits and are distributed to individual school systems. By law they may be spent as deemed appropriate by school administrators for any noncontractual capital purchase.

Ms. D.: "If the state experiences a downturn in the economy, fewer people play the lottery, profits go down, and schools get less." *Comment:* The fact is that during the most difficult economic times in this state, lottery sales showed their greatest increase, therefore creating the largest amount of excess profits in the history of the state.

Ms. D: "As far as funding education is concerned, the Ohio lottery—or any state lottery—isn't a sure bet. It's a crapshoot." *Comment:* Nothing in life is a sure bet. After four years of working in the lottery industry, I have come to believe we are a group of dedicated, professional individuals trying to offer an alternative form of entertainment and, at the same time, provide assistance in the funding of education.

David B. Gale
Cleveland, Ohio

"Spelling—A Lost Art?" (April) posed the question, "Has being a good speller become a dying art?" From my 13 years of experience as a seventh grade English teacher and as co-director of the Scripps Howard National Spelling Bee, I can answer that question with a resounding *no*.

And I can also say that spelling bees *do* encourage life-long spelling skills. Students who participate increase their vocabularies, acquire concepts, learn language development, improve their reading skills, and increase their general knowledge. These are *all* life-long skills.

Research in spelling supports the idea the children do pass through spelling developmental stages. Reading to children early and often, providing them with many books, playing word games, and studying foreign languages all increase spelling proficiency.

It is a commonly accepted idea that proficiency in learning *any* new skill requires the active, exploring participation of the learner. Spelling is no exception. Competition does heighten students' level of motivation.

Good spelling is not only a sign of an educated person, it's also a sign of a person who is resourceful and attends to details. People should either learn to spell words correctly or learn to use a dictionary. When neither ability is utilized, it's no wonder that an employer tends to discredit an applicant!

So, is being a good speller important? You bet it is! I support any strategy that helps students master the art of good spelling—and spelling bees are just one of the strategies available.

Mary C. Curtin
Des Moines, Iowa

Minority Students

NEA President Mary Futrell ("President's Viewpoint," April) stated that by the year 2020, some 35 percent of our nation's population will consist of minorities. I'm not sure why certain groups were singled out as minorities. Are not the singled out groups American? And isn't being American what it's all about?

No doubt our strength is in our diversity and the freedom that we as individuals have to choose which diversity we want to emphasize for ourselves. Maybe I don't want myself categorized even if it is fashionable. Just because a student is Oriental does not mean that he or she should have—or will do better with—an Oriental teacher. How about the fact that the student is also an American? Maybe he or she needs an American teacher.

Where were the foreign teachers during the first 30 years of this century to help educate the vast number of immigrants at that time? I guess the Good All-American Teacher came through with valid education.

In one generation's time, today's so-called minorities may be replaced by others. Let's forget about using so much valuable energy on figuring percentages, and get on with the business at hand: educating all Americans.

Mary Ann Calo
Wickliffe, Ohio

Foreign Languages

The April cover story informs readers that Louisiana requires its fourth through eighth graders to study a foreign language. It is true that such a thing is required by law.

However, many school districts have been unable to fund extra programs and, while the state delights in laying down the law on what schools will do, it has been most unwilling to provide the funds to implement these classes. Those districts that have language classes for elementary students are usually able to fund them in only one or two privileged schools.

I think the study of a foreign language should be required at some point in a person's career in the classroom. I only regret that in Louisiana it is, like so many other timely ideas, only a "paper" program.

Philip F. Neau
Baldwin, Louisiana

Next door to Montgomery County, Md., whose immersion program was featured in your April cover story on foreign language teaching trends, is the Prince George's County school system, with innovative foreign language programs in several magnet school models.

In addition to an immersion program, we have a truly unique elementary school global education program called ICAL—International Culture and Language, in which language and culture units are tied directly to the social studies at each grade level. Some of our schools begin sequential foreign language instruction in grade 6.

Your article did not even mention the variety of Latin programs being implemented in middle and elementary schools. Our system has such programs, from the infusion of Latin into the language arts to separate introductory courses in middle schools. Nationwide, Latin programs of this nature are helping students achieve a higher level of linguistic awareness and greater sophistication in English vocabulary.

Finally, had you looked more closely, you would have discovered probably the best known exploratory foreign language program in the country, in place in *all* 27 of our middle schools and in some elementary schools. This program was launched in 1974.

Pat Barr-Harrison
Dora F. Kennedy
Sari Kaye
Landover, Maryland

Extracurricular Links

The April article "Extracurricular Activities: Shattering the Myth" prompted me to wonder if any data have been collected on extracurricular activity participation and school dropouts.

I believe that extracurricular activities are a strong factor in making students want to go to school and that the ability to follow a special interest in a nonacademic setting, reinforced by more informal interaction with peers, may keep students in school.

Of the students who fail to complete high school, it would be interesting to learn not only their grade point averages but what percentage had no extracurricular involvement.

Mary D. Burkett
Paw Paw, Michigan

It is gratifying to know that high school students who participate in extracurricular activities outperform nonparticipating students in academic areas.

It is not surprising that research indicates student athletes tend to get good grades. Discipline, responsibility, and conscientiousness—qualities developed through athletic participation—subsequently carry over into the classroom. In addition, lessons learned through athletics enrich one's high school experience and are invaluable for success in later years.

Maria Nolan
Secaucus, New Jersey

Nurse's Lament

I am a public school nurse on the Northern Cheyenne Indian Reservation. I have some concerns about the role of health education in the curriculum.

I feel schools need to take a more active role in teaching health to their students. Emphasis is placed on mathematics, science, and reading—each competing for time in our classrooms along with P.E., computers, and all the rest. Health has not fared well because there is no time to teach it.

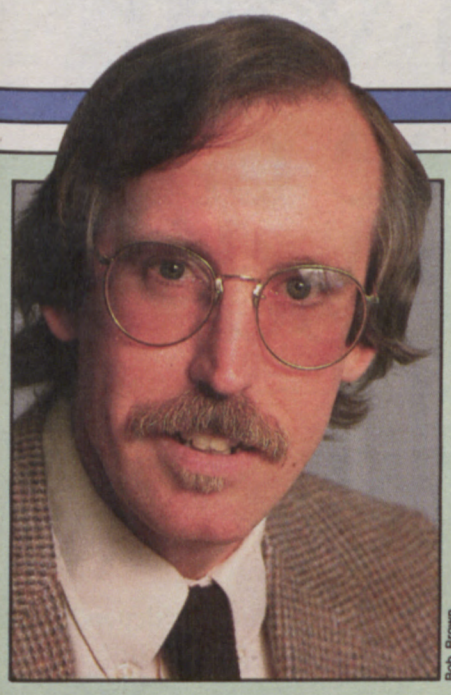
I surveyed the teachers in my school and found they received very little college training in health, so they don't feel comfortable teaching health to their students. If good health habits aren't taught at home or in school, where will our children get their basic health skills?

I would like to hear from other school nurses. What do you do to resolve the frustrations of screening students for hearing, vision, and other health problems and notifying their parents when you find something, only to have your letters ignored?

Geraldine Brody
Lame Deer Public School
District No. 6
Lame Deer, MT 59043

Debate

Should teachers live in the school district where they teach?



Bob Brown

YES

Wayne Ellis teaches math and computer science at John Marshall High School in Richmond, Va. He's a 13-year teaching veteran and past president of the Richmond Education Association. Currently Ellis serves on the boards of both the Virginia and Richmond Education Associations.

A few years ago when I could finally afford to buy a home, I deliberately limited my househunting to the city of Richmond because I wanted to live in the school district where I teach. I wanted to be part of that community.

Neighborhoods differ. Living in a city is very different from living in one of its suburbs, or a nearby small town.

My inner-city high school students and I share many common bonds. We relate well to one another. This wasn't the case when I was a part-time instructor at a local community college a few years back. My students there came from suburban and rural areas and, as a result, their experiences were very different from mine. They had trouble relating to life on a busy city street, just as I had trouble relating to life on a farm.

I like running into my students outside of school—something that wouldn't happen if I didn't live in the community. I especially enjoy the way students react to the realization that I have a life after I leave the school building. And often I get a chance to see that students who seem to be getting nothing from school are actually doing all right in the "real world."

According to NEA research data, 61 percent of NEA teacher-members do live in the same school district where they teach. This is true in even greater numbers for educational support staff, some 71 percent of whom live in the district where they work.

People in any community trust and support their schools more when they know the folks who work in them. If you're a local resident, your students' parents perceive you not only as a school employee but also as a neighbor. You're one of them—you share the same hopes and concerns for the school district.

Since you all pay taxes to the same community, they know you care as much as they do about the cost of running the schools. You speak about schools not as someone whose main concern is a bigger salary, but as someone who wants his or her own tax dollars spent wisely.

And it stands to reason that, as a parent or potential parent, you're going to be more concerned about the quality of education provided by your community. All school employees are concerned, of course, but as a parent you have another perspective: you want good schools not only for your students, but also for your own kids.

Living in the school district that employs you and paying taxes to the local government makes sense in another way too. If you have any complaints about what share of local revenues is spent for public schools, as a local constituent your arguments carry a lot more weight with the politicians.

You can have a much greater influence on community politics as a resident than as a nonresident. When I was president of my local Association, I often had to speak to city officials about funding the school budget. Because I was a city resident and active in Richmond politics, my views carried much more clout than they otherwise would have.

Elected officials find it much easier to say that they're responding to the concerns of local citizens than that they're giving in to the demands of a teachers' union, most of whose members choose to live elsewhere.

Sometimes circumstances—like a reduction in force, or a teacher surplus in a particular curriculum area, or out-of-reach housing prices in a wealthy suburb—prevent teachers from living in the community where we teach. Therefore, I don't think mandatory residency laws are a good idea.

But if you're in public education for life as I am, then both you and your district will be much better off if you're a *real* member of your school's community.

Jim Daniels

NO

As a special services resource teacher in East Providence, R.I., Ann Huntoon tests, writes programs for, and works with learning disabled elementary students. She's a 16-year teaching veteran. Huntoon is currently working for a degree in interior design at the Rhode Island School of Design.

When teachers and students come from the same community, they tend to share similar interests, experiences, and backgrounds. As a result, teachers can't offer students a very broad perception of the world around them, and the youth have only limited growth opportunity.

Teachers should offer students more than mere extensions of their own limited experiences. And we *can* offer them more when we're part of a diverse faculty whose members come from different communities, most probably with different lifestyles and philosophies. By not limiting ourselves to working in our own community, we help broaden the base from which districts can choose teachers, thereby helping provide greater possibilities for a staff of varied backgrounds and experiences.

The more diverse our staff, the more we can help our students grow by showing them new ways of solving problems and making decisions.

Some school systems, including one near where I live, *mandate* that teachers live in the community where they teach. This is a violation of civil rights. It negates freedom of choice.

We tell our students how lucky they are to live in a country that offers choices. We work to develop in students a sense of pride, respect, and admiration for the principle this country was built on—democracy.

Isn't it a serious contradiction, then, for a school district to disrespect the right of its employees to a free choice in where they live? Limitations on any of our freedoms should come only when those freedoms cause harm to others. Certainly teachers living outside the community where they teach pose no threat to anyone.

Residency requirements also make it harder to hire the best person for the job. Some communities play politics. When that happens, a highly motivated, highly qualified person may lose a teaching position to someone who's a favorite of local politicians—a great injustice to education. The game of favoritism is more likely to be played within a district than to extend beyond its borders.

It is every school system's privilege to seek out intelligent, competent individuals who can contribute to successfully educating our youth—no matter where those teachers choose to live.

In fact, living and working in the same neighborhood can hinder teacher effectiveness. There's such a thing as getting to know your students' families *too* well, becoming *too* close.

And what of those who work in school districts that are largely ghettos? Who would teach in those areas if they had to live there?

Consider, too, the shortage of qualified teachers in certain fields such as math and science. Should we hire teachers even if they're not qualified to teach particular subjects just because they happen to live in the school district?

I do agree that certain public employees who provide essential services—like police officers and firefighters—should be required to live in the same municipality where they work. Quite often, these employees need to respond to emergencies when they're off duty, and they can't react quickly if they're living in a far-off suburb. But how often are teachers called for an emergency after their workday ends?

Teachers should be free to choose to work in a system that best enables them to meet their needs and goals. Our professional needs and aspirations are totally independent from the reasons we choose a particular place to live.

For professional as well as personal reasons, we shouldn't confine ourselves to working only in the community where we reside. To do so would not only cause the school environment to become stifling, inbred, and stagnant—it would do the same to us. □

Credit in your own name can be as good as gold.

Your financial security and independence depends on having credit established in your own name. One way to accomplish this is to apply for the NEA gold MasterCard.® It gives members a great list of exclusive benefits *plus* a low interest rate of only 15.5%. (With an even lower rate of 14.5% for the portion of your average daily balance over $2,500!) There's no annual fee for your first year, and each subsequent year the $9 annual fee is refunded if you charge more than $3,000. Plus much more:

- Credit lines from $500 to $5,000!
- No liability for lost or stolen cards!
- Free credit card registration service!
- Up to $500,000 of travel insurance!

SPECIAL SERVICES UNIFIED
NEA...Working for you

Apply Today!

Send in your Preferred Request Form or apply by phone:

1-800-847-7378

Preferred Request Form

It costs nothing to apply for the exclusive Association gold MasterCard® and credit line (from $500 to $5,000). The card, which has a $9.00 annual fee, is issued with no annual fee the first year. The annual percentage rate is 15.5% (14.5% for the portion of your average daily balance over $2,500). Of course, all applications will be subject to a confidential standard credit review by MBNA.® To assist in this, please complete the following:

(Please Print)

Name

Address Apt. No.

City State Zip

Card(s) Requested: ☐ MasterCard ☐ MasterCard & Visa

( ) Home Phone

Social Security No.

Are You: ☐ Renting ☐ Buying or ☐ Own?

$ Monthly Payment

Employer

( ) Business Phone Years There

Position Date of Birth

$ Annual Income

Include income from all sources during this year. (Alimony, child support, or separate maintenance income need not be revealed if you do not wish it considered as a basis of repayment.)

State Association

Previous Address (Must be completed if at present address less than 3 years)

Mother's Maiden Name (security purposes)

Current Credit Card Accounts (if applicable):

MasterCard/Visa Account #

American Express Account #

Co-Applicant

Co-Applicant's Name

Social Security No.

Employer Years There

Position

( ) Business Phone

$ Annual Income

I (We) authorize MBNA to investigate any facts or obtain and exchange reports regarding the application or resulting account with credit reporting agencies and others. Upon request, I (We) will be informed of each agency's name and address.

I have read this entire application, agree to its terms and understand that I will be jointly and severally liable for all charges on the account.

Your Signature Here (Seal) Date

Co-Applicant Signature (Seal) Date

If you have any questions, please call our member service number toll-free 1-800-847-7378, Monday thru Thursday 9 a.m. to 9 p.m.; Friday 9 a.m. to 5 p.m.

Mail your signed request form to: Unified Credit Card Program
c/o Maryland Bank, N.A.
P.O. Box 15023
Wilmington, DE 19850

NOTE: Send no money; the $9.00 annual fee will be waived for your first year.

This program is currently not available in Delaware, District of Columbia, Florida, Michigan, Pennsylvania, and Puerto Rico.

SPECIAL SERVICES UNIFIED
NEA...Working for you

CBNW